

Arts CURRICULUM



TERMONE

THINKING & GRAPHICS

INTRODUCTION

ARTS CURRICULUM

LESSON 1

**Learning Objectives**

By the end of the session, learners will be able to:

1. Name the other learners in their art class and feel comfortable participating
2. Know what is and is not allowed in art class
3. Know what they hope to learn and experience in art class

Materials:

A4 paper, colored pencils, plastic folder, markers, flip-chart paper or board to write on, something to play music on, speakers and a high-energy song to play.

Steps:

1. Name Game – 10 min
2. Handshake partners – 10 min
3. Boardstorm: Red & Green rules – 15 min
4. Assessment drawing – 30 min
5. Write a vision statement – 15 min
6. Debrief – Pair & Share – 10 min

 **90 mins**

1. Name Game (10 mins)

- Ask all of the learners to stand in a circle and then ask one person to volunteer to start
- The volunteer will say his/her name
- Then the next person (to the right of the volunteer) has to say the first person's name and then their own name and so on
- Go around the circle until everyone has said their name, and the names of everyone before them
- Ask if anyone feels confident they can name everyone in the room? Give 1-2 volunteers a chance to try

2. Handshake partners (10 Mins)

- To start off this activity ask the learners to stand in 2 concentric circles (One smaller 'inside' circle and one larger 'outside' circle around the smaller one. You can start with everyone in one circle and then ask every second person to step in.
- Then you will have two circles.)
- Ask the inside circle to turn to face the outside circle and shake hands with the person in front of them. (This way you can manage the pairs, if there is one missing then you can partner with the extra learner.)
- Introduce a handshake they'll do with their first partner. Demonstrate how the handshake works, and tell a little story about it.

Here are some handshake ideas, but you can also create your own fun handshakes:

1. Lumberjack (Partners form a saw by stacking their fists around each others thumbs sticking up and then 'cut down a tree')
2. Fisherman (Partners cast a line to each other, reel each other in and slap their hands against each other's forearm to make a 'fish')
3. Jellyfish (Partners bring their right hands almost together and then separate by making a 'jellyfish' shape)
4. Coca-Cola (Partners open each other's can of Coca-cola, and then drink and cheers)
5. Heartbeat (Partners create a 'heartbeat' by putting one hand at a time on top of their partner's and making a 'dadum' sound together)

ASK THEM TO DO THE HANDSHAKE WITH THEIR PARTNER, AND THEN TO ASK EACH OTHER A QUESTION LIKE:

1. Do you know any artists in your community?
 2. What do you think art is?
 3. What are you most excited about this year?
- After they have learned ONE handshake and answered ONE question, ask the inside OR outside circle to rotate to their left or right, so that they end up with a new partner.
 - Then introduce a new handshake and ask a new question.
 - Rotate 3-4 times, so each learner comes out of the activity with 3-4 'handshake partners' which you can use again and again to get them into pairs, to debrief, or to check-in on them throughout the program.

Note: the last handshake can be a 'made-up' handshake that the pairs create themselves. Ask them to come up with a name, action and sound for their handshake.



RULES

1. Make sure that the participants remember who their handshake partners are.
2. They can't choose their partner



3. Boardstorm: Red & Green rules

- Ask the learners: Why do you think you are here? What do you think art is about? What do you think we will do this year in art class?
- Briefly introduce the purpose of the art class and that they will spend these sessions learning new art skills, being creative, and also learning about themselves and other lifeskills.

Materials:

Music, Colored Markers, 2 Flip-chart Papers

Setup:

Flipcharts labeled 'Green Rules' and 'Red Rules' up on a board or wall.

Divide the learners into 2 groups, and ask them to line up single file (one behind the other) in front of the flip-charts on the board or wall. Give the first two people in each line a marker.

Objectives:

Fill up the flipchart papers with your ideas about what 'Green rules' and 'Red rules' should be used in this class for the year.

TRY TO USE A HIGH ENERGY SONG

Rules/Instructions

- Just like a brainstorm – a boardstorm is an opportunity to dump out all the ideas in your head
- Introduce the 2 flipcharts: 'Green rules' and 'Red rules'. 'Green rules' are things we should all try to do, and 'Red rules' are things we should all try not to do.

For example, a Green rule could be "Be respectful of other learners" and a Red rule could be "Don't shout when other people are talking"

- When the music starts playing learners with markers can run up and start writing their ideas on the flipcharts. Once they have written one idea they should pass the marker onto the next person in line behind them.
- Keep going until the music stops!
- It's fine if someone wrote something they thought of already. Just write down all of your own ideas even if you see that others have written the same thing.

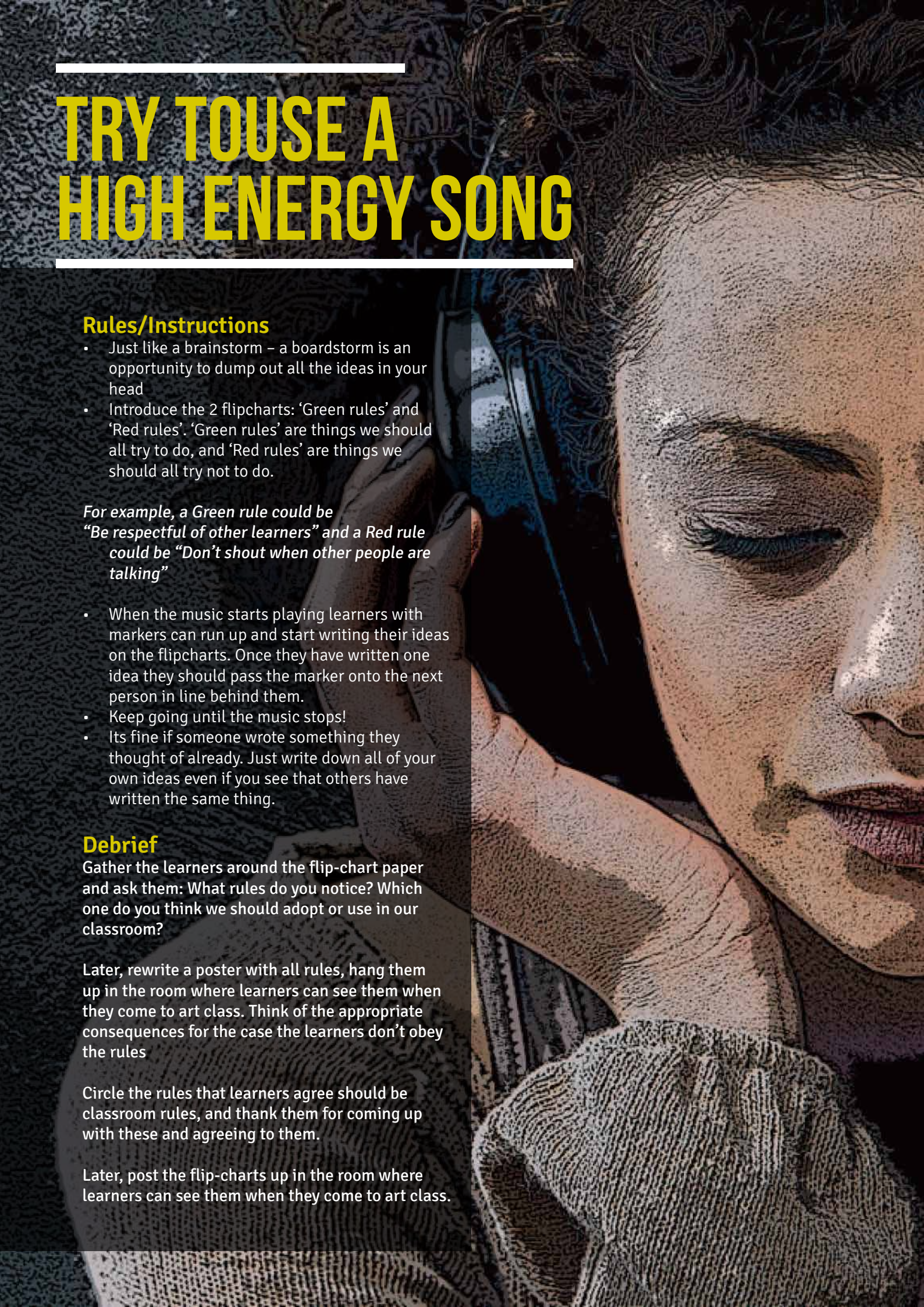
Debrief

Gather the learners around the flip-chart paper and ask them: What rules do you notice? Which one do you think we should adopt or use in our classroom?

Later, rewrite a poster with all rules, hang them up in the room where learners can see them when they come to art class. Think of the appropriate consequences for the case the learners don't obey the rules

Circle the rules that learners agree should be classroom rules, and thank them for coming up with these and agreeing to them.

Later, post the flip-charts up in the room where learners can see them when they come to art class.



ASSESSMENT DRAWING



At each desk, set-up a piece of A4 paper for each learner, and access to coloured pencils (one box per 3-4 learners). Everything must be perfectly prepared for them so that they know what it will look like. In the future they will also be able to take material for themselves.



Ask learners to draw the following things on their paper, however they would like to: Sun, sky, tree, house, human being, animal, earth or grass.



Give learners about **25 minutes** to complete their drawing, then ask them to write on the back of page: Name, Age, grade, class, date



Once drawing are complete, give each learner a plastic folder to keep their drawing in, and collect all of the folders to be stored in the classroom.

5. Write a vision statement:

Explain that the goal of a VISION STATEMENT is to look toward the future to the end of an experience. The idea is to envision the experience you want to create and empower you to create it. Be specific and avoid statements like “I had fun.” Try to talk about what those fun experiences really were. What kinds of skills did you learn? What was the energy and passion that you found? It is important to use the past tense because you are answering this question as if it has already happened.

Give each learner a piece of paper and ask them to write down the following lead.

Lead: The Grade 6 art class program was the most amazing experience of my life because...

Give them about 10 minutes to write their vision statement, then have them write their name and the date on the back and then hand it in to you. These should be kept until the end of the year, when you can give them back to the learners to see how their expectations were met.

6. Debrief – Pair & Share (10 Minutes)

Ask learners to find one of their handshake partners (for example: fisherman) and ask them to discuss with each other this question: ‘What are you most excited about in this class?’

After they have had a few minutes to answer, ask each pair to join another pair, making groups of 4 learners. Ask them to share their answers within this group of 4. Thank the learners for their participation and tell them you look forward to seeing them next time!

ARTS CURRICULUM

LESSON 2

Learning Objectives

By the end of the session, learners will be able to:

1. Identify their favourite personal characteristics
2. Understand how to draw a human being in proportion
3. Have a better understanding of what makes them who they are

Materials:

A4 paper, pencils, copies of handout on proportions of a human being, flip-chart paper, marker

Steps:

1. Handshake partners and intro – 10 mins
2. What do you like about yourself? – 20 mins
3. Parts of a human being – 15 mins
4. Self Drawing – 30 mins
5. Presentation and debrief – 15 mins



90 mins

1. Handshake partners (10 Mins)

- Ask the learners to find one of their handshake partners (for example: heart handshake partner and to do their handshake.
- Then ask them to ask their partner the following question: *What has been the part of the last week for you?*
- After learners have had a few minutes to chat, gather their attention and introduce the theme of the lesson today: Human beings and identity.
- Ask the group: What are human beings? What makes us different from other animals? What is identity?

2. What do you like about yourself?

- Ask learners to sit down facing the partner they are with.
- This activity requires 2 roles: a Question Master and a Discoverer.
- The Question Master asks, with as much energy as possible, “What do you like about yourself?” and the Discoverer answers.
- If the Discoverer gets stuck they can stand up and yell “*I’m amazing!*” to which the Question Master answers, “Yes you are!” and then asks again “What do you like about yourself?”. The more energy you put into your questions and answers, the better it will be!
- After both partners have had a chance to answer, have them rotate to a new partner to do it again.
- Do rotation 2-3 times so learners have a chance to answer several times with different people.

Debrief questions – ask the group:

- Was it easy or hard to answer? Why?
- Did your answer change or stay the same? Why?

3. Parts of a human being (15 Mins)

- Put a flip-chart up on the board or wall. Draw a human head, then count and mark down 7 lengths of the head. This is where the feet should go.
- Ask the learners to look at you and the proportion of the body. Notice that the legs start at around 3.5 heads, and the hands fall just below that.
- Ask them where the shoulders, arms, and knees should go?
- Give each learner a handout with the proportions of the male and female body, as well as a sheet of A4 paper and a pencil.
- Ask them to draw a human body using these guidelines.

4. Self Drawing (30 Mins)

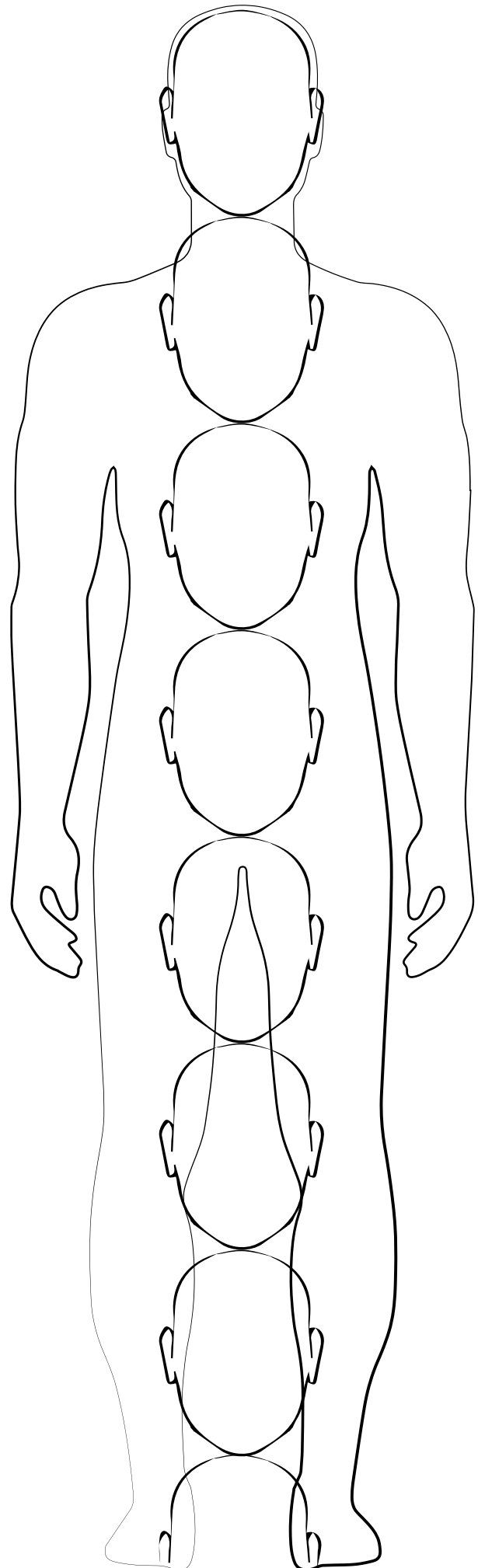
- Now ask learners to draw a portrait of themselves using these same rules.
- Pass out colored pencils (one pack for every 3-4 learners).
- They can add their clothes, hair, and accessories and can colour in anything they would like. Give them about 15 minutes to do this.
- Once most learners have finished, ask them to write in the following around their drawing:
- On the ground: what I stand on (my roots)
 - The legs: where I love to go
 - The hands: what I love to do
 - The heart: what I am passionate about/ what I love
 - The head: my talents
 - The sky: my dreams
- Give them about 10-15 minutes to think about what each of these is for them, and to write in around the portrait.

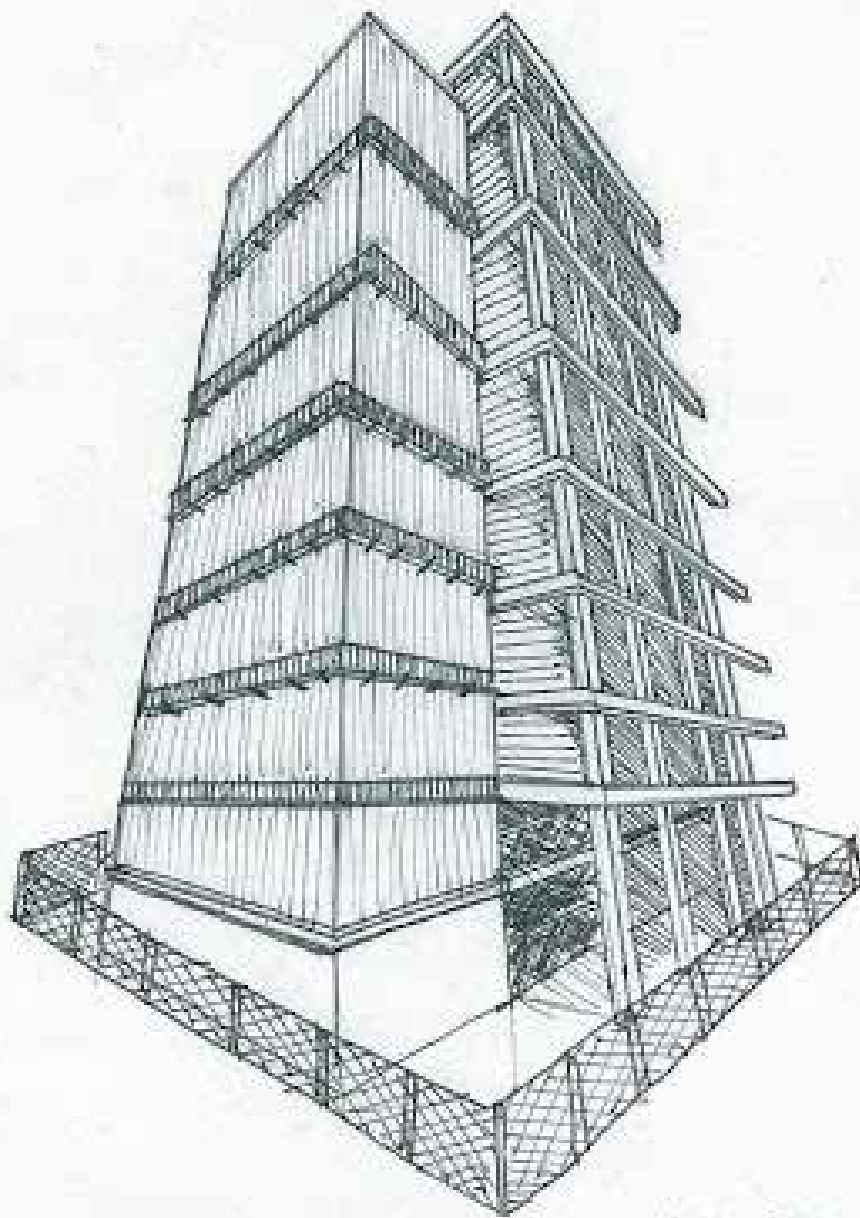
5. Presentation and debrief (15 Mins)

Ask learners to find one of their handshake partners (a different one than from earlier – for example: coca cola handshake partner) and to spend a few minutes explaining their drawing to their partner.

Then gather everyone's attention and ask if there are any volunteers who would like to present their drawing to the whole group. Give the chance to 3-5 learners depending on time left.

Lastly, as a debrief ask: What did you like about doing this activity? Did you learn anything new about yourself today?





3 POINTS PERSPECTIV

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LESSON 3



Learning Objectives - by the end of the session, learners will be able to:

1. Understand sequence, 1 point and 3 point perspectives
2. Demonstrate courage and respect with their peers
3. Demonstrate courage and respect out in their community

Materials

A4 paper, Drawing paper, pencils, rulers, erasers, coloured pencils, computer or device to play videos, projector or screen, 1-2 index cards per learner, large piece of paper or board to write on.

Steps

1. Sound Ball – 15 minutes
2. One Point perspective – 20 minutes
3. Three Point perspective – 20 minutes
4. Take a stand – 20 minutes
5. Debrief – 15 minutes

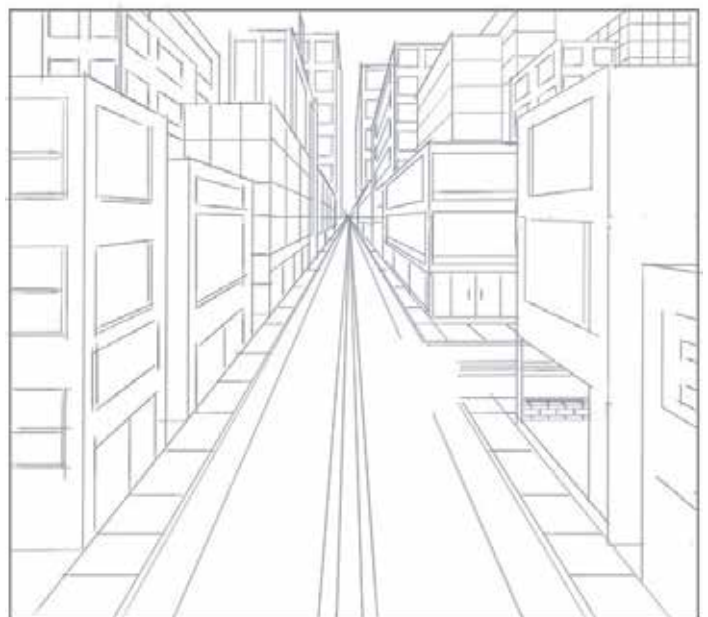
 **90 mins**

1. Sound Ball (15 minutes)

- Have the group stand in a circle. Ask for a volunteer. This person will make a sound—any sound—while also making a throwing gesture towards another person in the group.
- That second person then ‘receives’ the sound with a physical motion like catching a ball or a sack or a ray of light and—importantly—repeats the sound sent to them. Then, without hesitation, the first receiver sends a new sound with a new gesture to another person in the circle. Keep the sound moving quickly and boldly to get everyone involved.

Tips:

- Make sure to get the body involved and not just the voice. An active, athletic stance—like you would need if you were prepared to catch a real ball—helps loosen up the mind.
- Encourage learners not to predict or plan what sound they’ll make if the ball comes their way. Better to receive the one sent and then send a new one that emerges on its own.
- Make sure that learners do actively receive the sound sent to them before sending one out. It’s a great affirmation to the sender and helps build a spirit of generosity.



2. One Point Perspective (20 minutes)

- Explain that today the lesson will be all about drawing perspective.
- Ask learners: What do you think perspective in art is?



Play brief intro video for learners <https://www.youtube.com/watch?v=4tv06f--1wl>

- Give each learner a piece of A4 paper, a pencil, a ruler and an eraser
- Play the 'One Point Perspective' video for learners, and ask them to follow along and to draw each step as best as they can, reminding them this is just drawing practice: <https://www.youtube.com/watch?v=4tv06f--1wl>
- When the video ends, ask learners to turn over their piece of paper

3. Three Point perspective (20 minutes)

- Explain to learners that now we'll learn about 'Three Point Perspective' and ask them to follow along and to do their best to draw each step, but not to worry about it being perfect. This is just about learning and practicing.



Play brief intro video for learners https://www.youtube.com/watch?v=_lZeJFyf_yY

- Debrief - Ask learners:
 1. How are 'One point' and 'Three point' perspective different?
 2. What did you find difficult about drawing using these rules?
 3. What did you like about drawing this way?

4. Take a stand (30 minutes)

Materials:

- 1 pencil per person
- 1-2 index cards per person (can be cut in half – can also use recycled paper instead of index cards)
- 1 large paper or board, with a numbered list of statements (see below for a sample list)

Set-up:

- Give each learner 1-2 index cards, and a pencil, and ask them to sit in a circle.
- The four corners of the room should each be labeled with big signs, one in each corner with: "Agree", "Disagree", "Strongly Agree", and "Strongly Disagree".
- Objective: The objective of this activity is for the learners to reflect on their personal beliefs and values, and consider their peers' beliefs, values, and perspectives.



GUIDELINES

1. Show learners the list of numbered prompts (on board or paper)
2. Ask learners to write their responses to each statement next to the statement numbers on their index cards. Their responses should list whether they strongly agree, agree, disagree, or strongly disagree. **They can use the abbreviations SA/ A/ D/ DS**
3. After they have written their responses to each statement, learners should fold their index cards into paper airplanes, and launch them into the middle of the circle.
4. Invite learners to pick up a paper airplane and read the first statement in silence.
5. Ask learners to walk to the corner of the room with the sign that correlates to the answer to the first statement, as shown on the paper airplane they picked up.
6. When the learners are in the four corners of the room, the facilitator will ask them to discuss why someone may have responded with SA/ A/ D/ DS for that statement. Each corner group should choose a speaker to share their group's response with the larger group.
7. After each corner has shared their responses, invite all learners to re-fold their airplanes and throw them across the room, and then pick up a different airplane and repeat the entire process for the second prompt (and then the third and fourth prompts and so on)

Sample list of prompts:

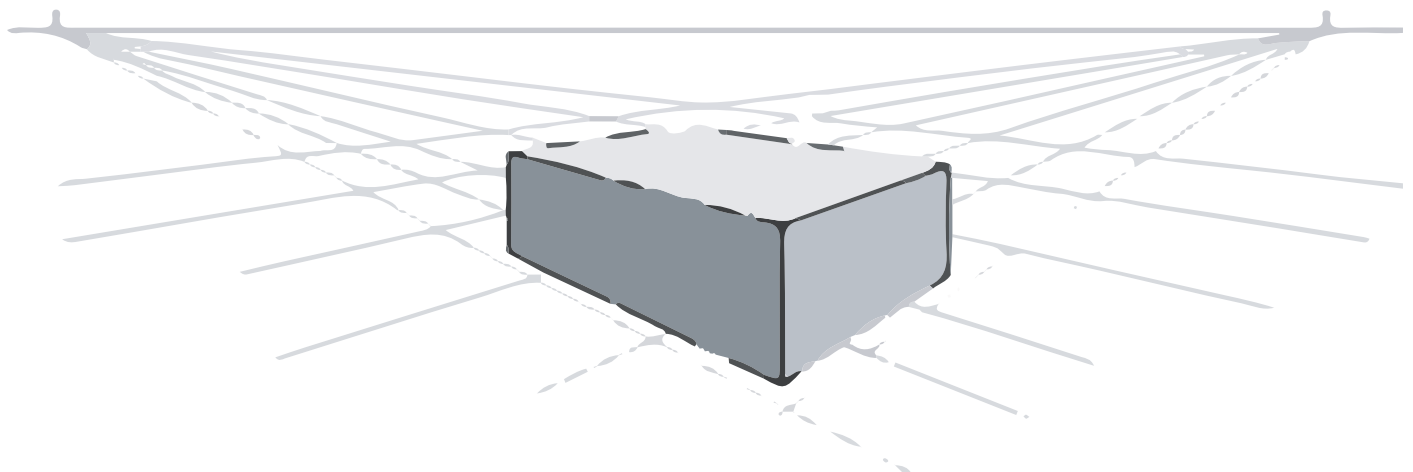
- Everyone should do 60 minutes of physical activity every day
- Individual work is easier than group work
- Talking about myself is easy
- I feel accepted in our community
- It's better to hear everyone's idea than to make an executive decision
- You must go to a top university in order to be successful
- If you study hard and work hard you will be financially successful
- Wealth is a privilege that only a few deserve
- I have a responsibility for the wellbeing of others

Debrief Questions:

- How did you feel when you had to justify and defend your point of view?
- How did it feel when you had to justify a point of view that you didn't agree with?
- How does understanding other perspectives help you?
- Why is it important to respect others' opinions?

5. Debrief (15 minutes)

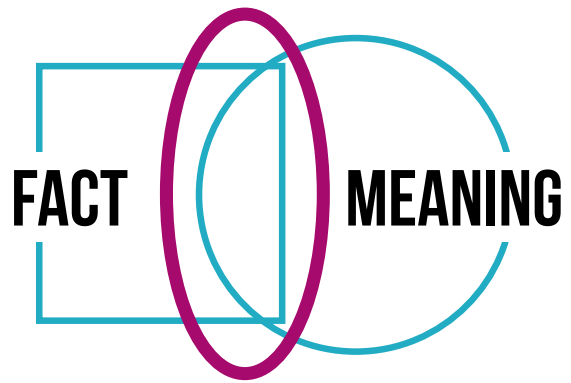
- Explain to learners that during the next lesson, they will go in small groups to find a place in their community to draw using One point or Three point perspective.
- Give each learner a piece of A4 paper and a pen or pencil, then ask them to write their name and their answers to the following questions:
 1. Where do you think you'd like to draw?
 2. What are you worried about? Excited for?
 3. Collect the papers to review after class, and try to make small groups based on where learners answered they would like to go.
- Ask whole group the following questions and write their answers on the board:
 1. How can we be courageous when we go out in the community?
 2. How can we be respectful when we go out in the community?





perspect

LESSON 4



Learning Objectives

By the end of the session, learners will be able to:

1. Observe their environment and reflect on it
2. Understand the difference between fact and meaning
3. Draw a street scene using perspective

Materials:

Drawing paper, pencils for each learner, coloured pencils (one pack per group of 3), tape or sticky tac, board or flipchart paper, chalk or marker

Steps:

1. Fact/Meaning Model – 15 minutes
2. Community Drawing – 45 minutes
3. Feedback – 15 minutes
4. Debrief: Highlight and Challenge – 15 minutes

 **90 mins**

1. Fact/Meaning Model (15 minutes)

Introduce the model to learners: It is often difficult to separate the FACTS of a situation from the MEANING we attribute to that same situation.

FACTS = what actually happened; the objective details

MEANING = our interpretations of what happened; the subjective perspective

For example:

FACTS: someone was late to meet me. This has happened before.

MEANING: They don't respect me. They don't value my time. They were purposely being rude.

Mixing the FACT and the MEANING in a given situation can cause us to make assumptions and interpret a situation in a way that isn't necessarily correct.

We should be conscious of how mixing these two can impact our communication style and be conscious of separating the FACT and the MEANING.

Ask learners: Has there ever been a time when you have mixed the facts of a situation with their own meaning? What do you think this has to do with perspective? Is your perspective different from someone else's perspective?

2. Community Drawing (45 minutes)

- Learners will go out in to their community in small groups (each group assigned an adult volunteer if possible) and draw a street scene and a house using either one point or three point perspective.
- Show learners two examples of street scenes (like ones included here).
- Split learners into groups of 3 and assign them to a teacher or adult. If there aren't enough adults for 1 per group, divide groups evenly among the available adults and make sure each one has the mobile contact numbers for each group.



RULES

Before leaving the classroom, give a brief on the rules:

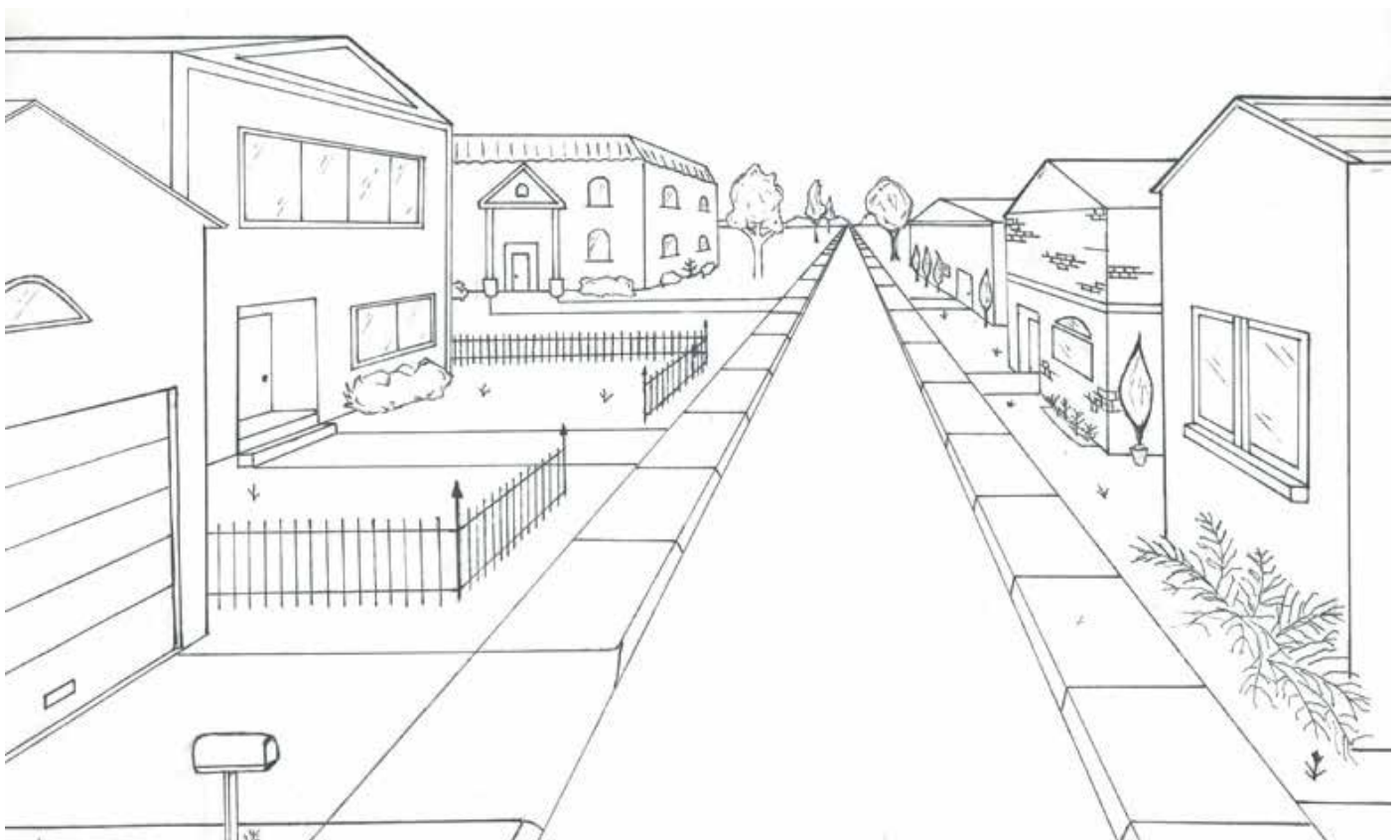
- Learners must stay within the designated area (for example, within 2 blocks of the school or centre)
- Learners must stay within groups of 3 or more people at all times
- Learners must return to the classroom by _____ (specify a time 45 minutes later)
- Remind learners to be courageous and also respectful of their community
- Give an introduction to what the learners should draw
 - An outdoor scene that includes a long street, one house, and a person walking down the street
 - Hand out drawing paper, pencils and coloured pencils and ask if there are any questions from the learners

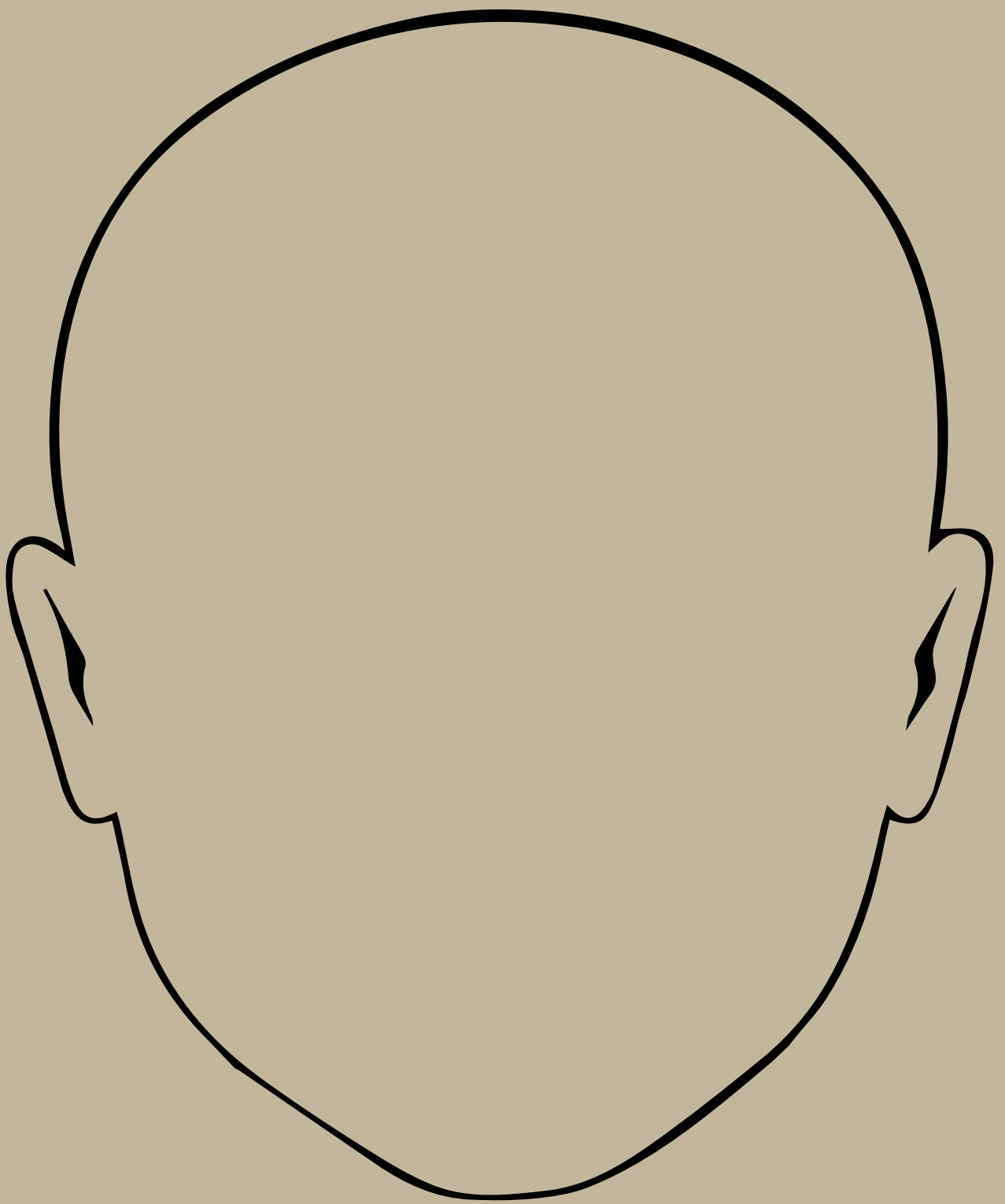
3. Feedback (15 minutes)

- As learners return to the classroom, put their drawings up on the wall.
- When everyone has returned, pick 3-5 drawings to give feedback on, getting permission from learners before choosing their drawing.
- Give general feedback in relation to their artistic skills, their understanding of perspective and any areas for improvement you see.
- If there is time, ask learners to make comments on the drawings as well. Ask: Which drawings do you think do a good job of showing perspective? Which drawings best capture your community? Why?

4. Debrief - Highlight and Challenge (15 minutes)

Ask learners to sit in a circle, and one by one, to share their highlight (best part) and challenge (difficult part) about doing the community drawing today.





LESSON 5



Learning Objectives - by the end of the session, learners will be able to:

1. Understand what non-verbal communication is, and how facial expressions can communicate emotions
2. Draw a face using the correct proportions

Materials

120gr paper, A3 drawing paper, Small hand mirrors, pencils, erasers, sellotape, painting/drawing boards

Steps

1. Oh, Please! – 15 minutes
2. Parts of the face/head – 20 minutes
3. Expressions – 20 minutes
4. Self-Portrait – 20 minutes
5. Debrief - 15 minutes

 **90 mins**

1. Sound Ball (15 minutes)

Facial expressions: The human face is extremely expressive, and able to convey countless emotions without saying a word. And unlike some forms of non-verbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

The purpose of this activity is to help learners gain a better understanding of how non-verbal communication can be interpreted by others... and the impact and effect of this form of communication.

Ask learners if they have ever gotten caught rolling their eyes at a teacher, parent, co-worker, or supervisor? Ask for a show of hands.

Whether you rolled your eyes intentionally or didn't even realize you did it, how do you think your action was interpreted? Answers will vary but might include: I'm bored, you are really annoying, yeah right, I'm sooooo not interested in what you are saying or doing.

When it comes to communication, what people SEE is often more memorable than what they read or hear. This is often referred to as body language. Body language includes facial expressions, eye behavior, gestures, posture, and more.

Body language can express your emotions, feelings, and attitudes. It can even contradict what you say verbally! People in different cultures may understand some global non-verbal expressions, while other expressions may be culture specific.

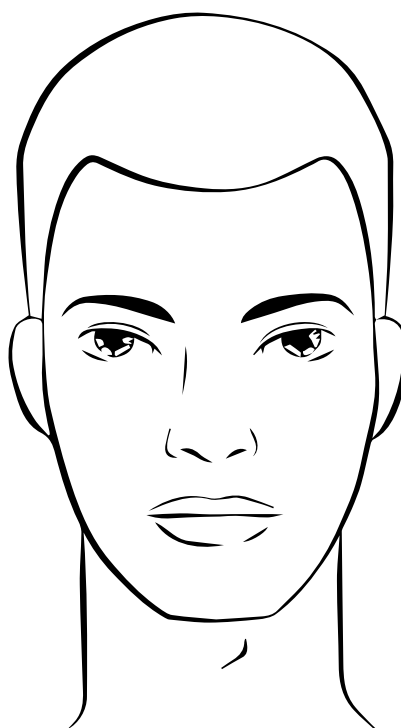
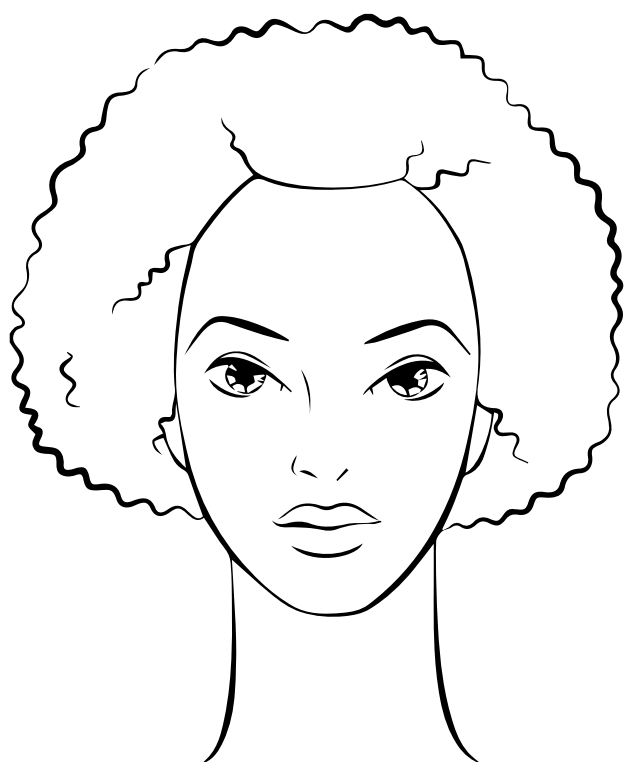
Cut out the words below, fold each and place in a hat, bowl, or bag. Ask each learner to take one piece of paper. Using body language and facial expressions only, ask each person to demonstrate this emotion, while others try to guess it. Continue until all words or pictures have been used/guessed.

AFRAID ANGRY BORED CONFUSED
CURIOUS EXCITED HAPPY SAD
INTERESTED LONELY OFFENDED
PROUD SHOCKED SHY SURPRISED
THANKFUL ANXIOUS CONTENT
FRUSTRATED JEALOUS SCARED

2. Parts of the face/head (20 minutes)

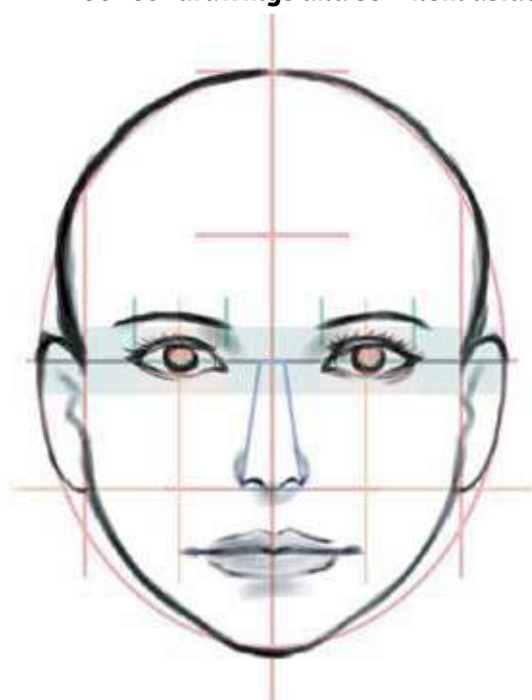
Give each learner a piece of drawing paper and a pencil.

Introduce the parts of the face and head, and guide learners in drawing a face. Instructions for learners:



1. Look at the shape of a face (oval/egg) and draw that shape
2. See how the neck comes out from the head and draw it, adding a bit of shading right under the chin where it is darker
3. See where the eyes are (just above half-way), draw eyes and eyebrows above
4. Look at noses (how long/short they are) and come down from eyebrows to about two eye lengths down the face - draw noses and very small nostrils
5. See how the mouth is as long as the pupils in the eyes and has two lips (smaller one on top) and draw mouth
6. See how the ears start at the eyebrows and end at bottom of the nose and draw ears
7. See the eyelashes on top and bottom of eyelid, draw them lightly
8. Draw hair on top of the head - long or short, straight or curly

Collect drawings and set them aside for the next session (Lesson 6)



3. Expressions (20 minutes)

- Ask learners to find one of their handshake partners (for example: Coca-cola), to do their handshake and then to sit with their partner at a desk
- Hand out mirrors to each learner
- Ask learners to look at themselves in the mirror, then to look at their partner. Compare their features to their partner. How do their eyes, nose, mouth, and ears look different?
- Now ask learners to make different facial expressions into their mirror (for example: happy, angry, scared, annoyed, etc.) and to notice how their features change with different expressions
- Then again ask them to turn to their partner, and to make those facial expressions.
- Ask them to take note of how each expression makes them feel, and which one they like most.

Ask Learners to share with their partners

- When you make _____ face you come across as _____
- My favourite face of yours is _____

4. Debrief - Feedback (15 minutes)

- Ask if anyone would like to get feedback on their self-portrait or their face picture from earlier. Select 3-5 volunteers depending on time, and post those pictures up on the board or wall for everyone to see.
- Give positive and constructive feedback to the volunteers on their pictures, commenting on their technique, shapes, shading and proportion of the face.
- Give learners a task for the week: Observe for one week how people react in day to day situations if you consciously enter with your favourite face / facial expression. How does it change the atmosphere?
- Thank learners for trying their best today, and remind them that doing a self-portrait is one of the most difficult types of art to do, but they all did great!

ARTS CURRICULUM

LESSON 6



Learning Objectives

By the end of the session, learners will be able to:

1. Understand and appreciate the beauty of differences in individuals
2. Shade a drawing of a face

Materials:

Computer or device to play videos, projector or screen, self-portraits from previous session, pencils, erasers

Steps:

1. Unique Circle – 15 minutes
2. Check-in – 20 minutes
3. Shading – 20 minutes
4. Self-Portrait – 20 minutes
5. Debrief - 15 minutes

1. Unique Circle (15 minutes)

- Explain that the objective of the game is to share unique experiences with each other and learn to recognize similarities and differences in one another.
- Ask the group if they know what the word unique means.
- Explain that unique means “one of a kind.”
- Tell players to take a few minutes to think of one or two things about themselves or experiences they have had that they believe to be unique, things that no one else in the group shares.
- Tell players to form in a close circle.
- Explain that if no one else shares the same experience — that is, if it is truly unique — then the story teller takes one step forward towards the center of the circle. However, if someone does share the same experience, then the story teller does not move.
- Tell players that to show that the experience is shared, they should raise their hand after they hear the statement.
- Ask players if they have any questions about the game.
- Begin the game by sharing your own unique characteristic or experience or ask for a volunteer to start. The circle should get smaller as more players share unique experiences with the group.
- Continue sharing experiences until each player has shared at least once. The game ends when you have played a few rounds or time has run out.

Debrief – Ask the group:

- What happened during the game?
- How did it feel to have an experience that is completely unique?
- If someone shared your experience, were you surprised? Why?
- Why do you think it’s good to learn about other people’s experiences?

 **90 mins**

2. Check-in (20 minutes)

- Ask learners to find one of their handshake partners (for example: fisherman handshake partner) and to do their handshake and then sit together.
- Ask learners to share with their partner: How did people react to your favourite face this week? Share 1-2 significant stories about reactions you got.
- Once both partners have had a chance to share, ask pairs to join with two other pairs, forming groups of 6 learners.
- Ask learners to each share 1 story with their small group.
- Once everyone has had a chance to share, ask each group to choose 1 story from their group to share with the whole class.
- Ask a volunteer from each group share their significant story with the whole class.

3. Shading (20 minutes)



- Display 'Face Shading' picture (like above) to show learners how shading changes a drawing
- Hand out the face drawings from last lesson (not self-portraits), and a drawing pencil (a bit darker than normal pencil – if possible)
- Explain to learners that they are going to watch a video about shading a face, which is what gives a drawing depth and makes it look more realistic
- Tell learners they can follow along and practice shading as they go, but remind them that it is just practicing



Play brief intro video for learners <https://www.youtube.com/watch?v=Avlyjumca1U>

4. Self-Portrait (20 minutes)

- Hand out the self-portraits from last session and give learners time to continue working on them, focusing on shading.
- They can use the mirrors to look at themselves and follow the same guidelines from last session
- Give learners about 20 minutes to complete their self-portraits.

5. Debrief - Feedback (15 minutes)

- Ask if anyone would like to get feedback on their self-portrait or their face picture from earlier. Select 3-5 volunteers depending on time, and post those pictures up on the board or wall for everyone to see.
- Give positive and constructive feedback to the volunteers on their pictures, commenting on their technique, shapes, shading and proportion of the face.
- Ask learners who would like to take their portraits home and who would like to display them. Post the finished self-portraits up around the room together to be displayed for as long as there is space.



hospitals museums

WIA. F.

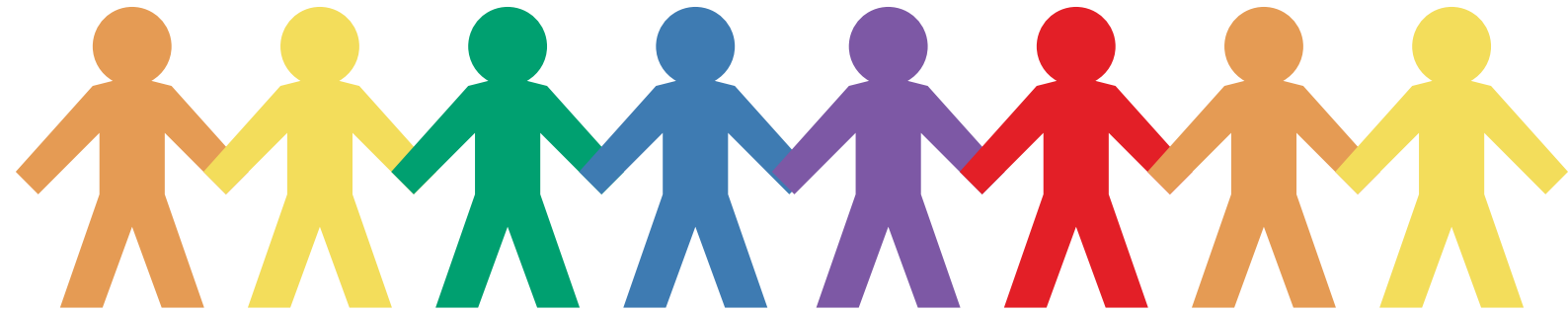


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ARTS CURRICULUM

LESSON 7



Learning Objectives - by the end of the session, learners will be able to:

1. Understand the importance of celebrating our community and individual diversity
2. Create a collage using paint, drawings, and glue

Materials

A1 size paper, A4 paper for each learner, map of community, acrylic paint, water holders, paint brushes, pencils, markers, scissors, glue, coloured pencils, and crayons

Steps

1. Diversity Circle – 20 minutes
2. Community Map Collage – 60 minutes
3. Debrief – 10 minutes

1. Diversity Circle (20 minutes)

Ask everyone to sit in one big circle. This activity is done in silence. Explain that you are about to ask a series of yes/no questions. If the answer to the question is positive, or yes, learners should stand up. If the answer is no, they should stay seated.

Sample Questions:

1. Do you consider Walmer your home?
2. Do you have any sisters or brothers?
3. Have you ever traveled outside of Walmer?
4. Do you speak more than one language?
5. Are you afraid of the dark?
6. Do you enjoy trying new things?
7. Do you consider yourself an artist?
8. Have you ever lied to your parents?
9. Have you ever saved someone's life?
10. Have you ever met someone who changed your life?
11. Have you ever cheated at school?
12. Have you ever had a pet?
13. Have you ever experienced the death of a loved one?
14. Have you ever felt not smart enough?
15. Have you ever bullied someone?
16. Have you ever broken a bone?
17. Have you ever stolen something?
18. Have you ever cried watching a movie?
19. Do you consider yourself a musician?
20. Do you know for sure what you want to do when you grow up?

Debrief Questions:

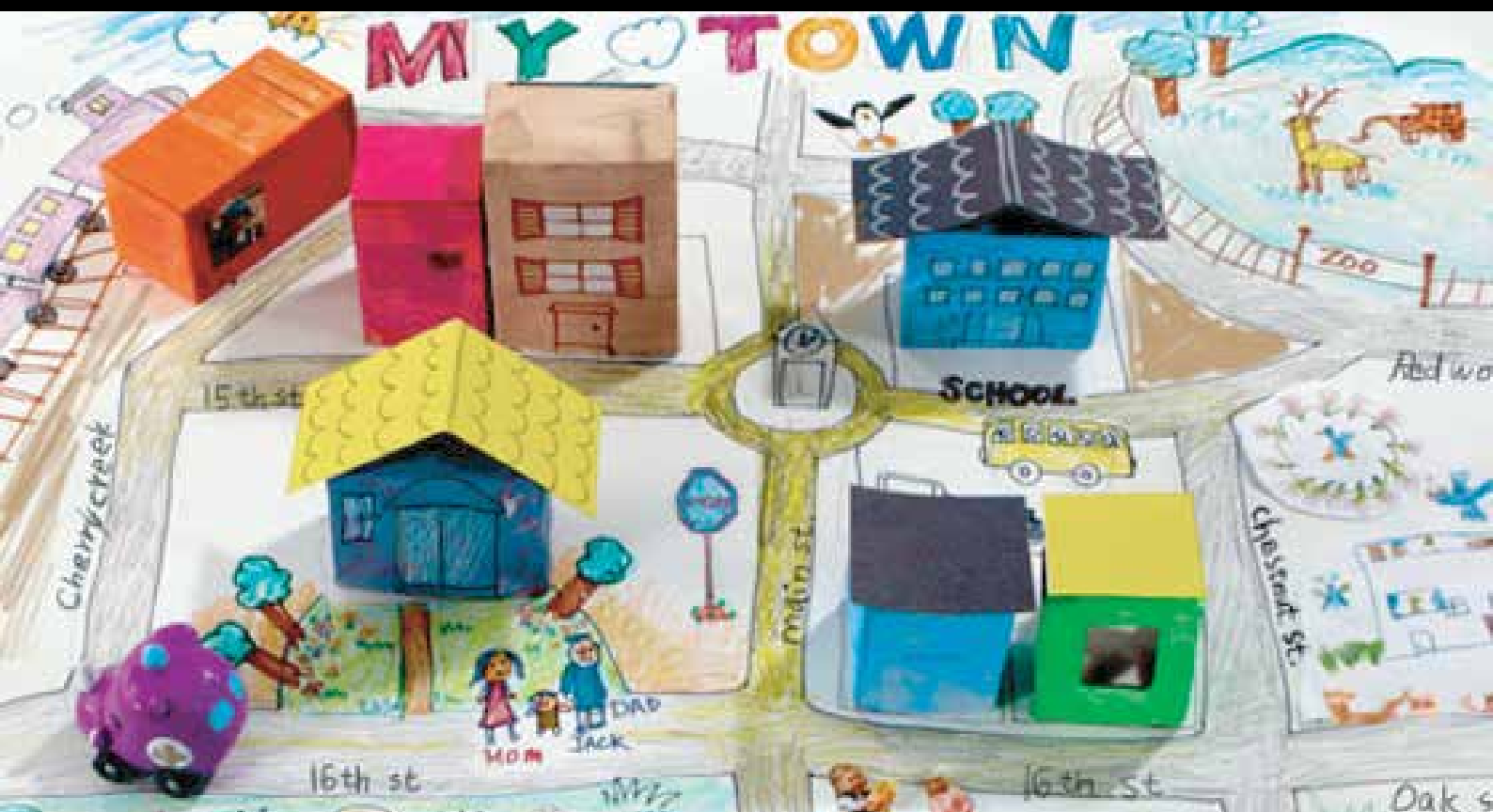
1. Which question did you find it most difficult to answer?
2. What similarities did you notice? What differences?
3. What are some examples of ways that your community is diverse?



90 mins

2. Community Map Collage (90 minutes)

- Choose one color and pour acrylic paint on the map, then sketch the main roads of Walmer in to the paint so that the roads are clear.
- Ask learners to draw a picture of their house, themselves, and something precious to them. Colour in their drawings with colored pencils or crayons.
- Once complete learners can cut out themselves, their house, and the other objects they drew.
- A few at a time, ask learners to stick their cut out drawings on to the map with glue.
- Make sure that bigger people and buildings are in the front, and smaller ones are in the back to create depth and perspective.
- Let learners know there will be more time to finish at the next session.



3. Debrief: Group Discussion (90 minutes)

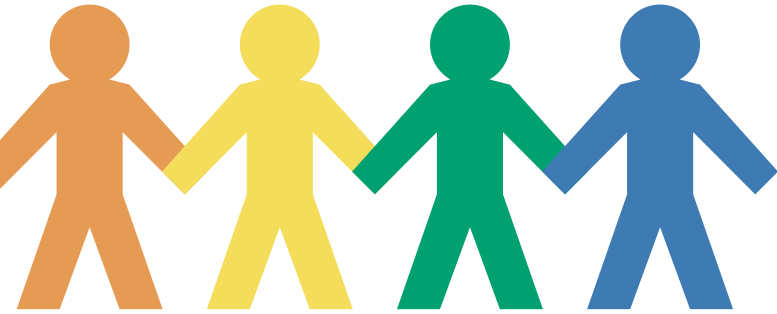
Ask learners as a group:

1. Does anyone want to share why you chose to draw what you did?
2. What part of this community map is your favorite so far?
3. Do you think the map represents the people of this class/group? Why?
4. Do you think the map represents your community well? Why?



ARTS CURRICULUM

LESSON 8



Learning Objectives

By the end of the session, learners will be able to:

1. Understand the importance of appreciating members of the group
2. Create a community collage artwork

Materials:

A1 size paper, A4 paper for each learner, map of community, acrylic paint, water holders, paint brushes, pencils, markers, scissors, glue, coloured pencils, crayons, and sticky tape or tape to hang artwork

Steps:

1. Community Map Collage – 20 minutes
2. Appreciation Cards – 60 minutes
3. Debrief - 10 minutes



90 mins

1. Community Map Collage (20 minutes)

- Give learners a chance to finish their contributions to the Community Map Collage.
- If some learners have finished their own drawings, encourage them to draw or paint other elements of the community, for example: well-known businesses or landmarks, trees, etc.
- Once the Community Map Collage is finished and dry, post it up in the classroom in a special place to stay for the rest of the year.

2. Appreciation Cards (60 minutes)

- Give each learner a piece of paper and a pen and ask them to write their name on it then to place it somewhere in the room.
- Ask the learners to walk around and write a message of appreciation on each of the other learner's cards. Ask them to think of appreciations about each person's personality, character, or something they have done or said.
- After about 45 minutes, ask learners to find the paper with their name on it and to sit in a circle. Give them a few minutes to read all of their appreciations.

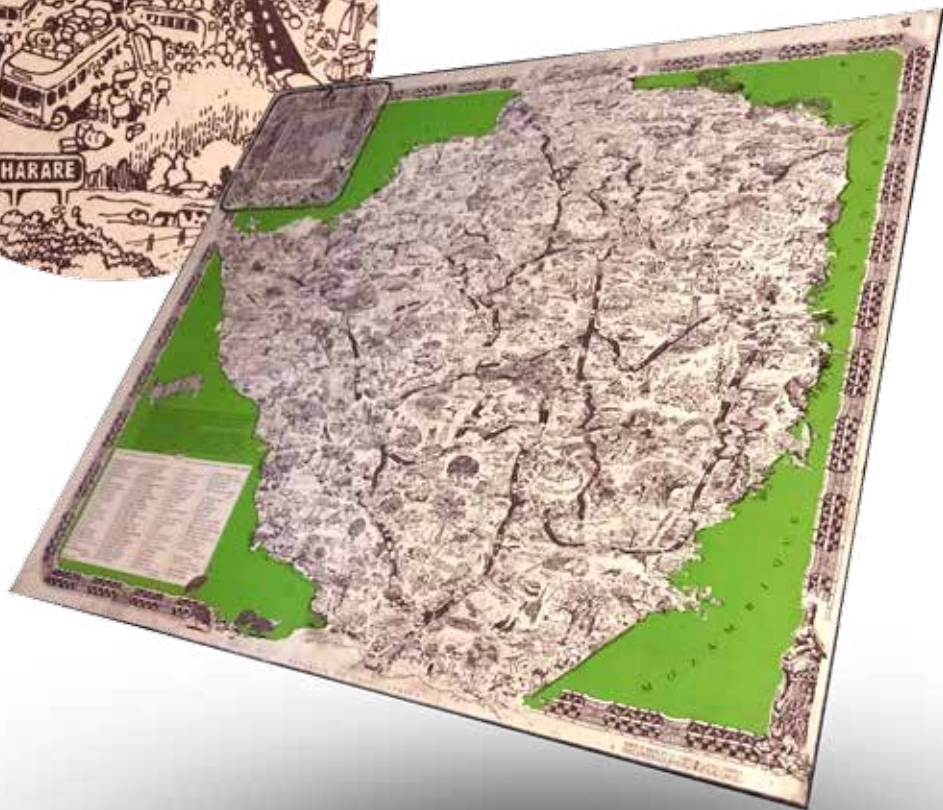
Ask learners as a group:

- How did it feel to appreciate someone else?
- How did it feel to be appreciated?
- Why do you think appreciation is important?

3. Debrief: Whip (10 minutes)

- Ask for a volunteer. Then ask the volunteer to answer this question using only one word: How do you feel about this term we have spent together learning about art?
- Once the volunteer has answered, ask the person to their left to answer and 'whip' around the entire circle until everyone has a chance to answer with their one word.
- Thank the learners for a great term, and tell them you look forward to next term with them!

KIND
UNDERSTANDING
PATIENT
ENCOURAGING
INSPIRING



TERM TWO

FEELING
& PAINTING



INTRODUCTION

LESSON 1

Learning Objectives - by the end of the session, learners will be able to:

1. Understand how the brain and eye manage colour
2. Know that colour can have a powerful impact on human beings
3. Know that everyone can see and experience colour differently

Materials

A2 paper (red, blue, green), Magic Eye Pictures, Print Out of Magic Pictures (e.g. things turning, seeing dots which are not there), Six A4 papers (Blue, Green, Yellow, Orange, Red, Purple), Computer or device with internet, a screen or white wall, projector

Steps

1. Touch The Can because You Can-Can – 10 minutes
2. Intro to Colour – 25 minutes
3. Global Colour Survey – 15 minutes
4. Thinking Hats – 30 minutes
5. Debrief – Pair & Share – 10 minutes

 **90 mins**

Term Objectives:

- The learners will gain an understanding of the basics of painting
- This will be the platform for the learners to explore colours
- The learners will gain more understanding of the relationship between colours and feelings
- Learners will build confidence through exercises that help them explore different types of painting techniques

1. Touch The Can because You Can-Can-Can (10 minutes)

Props: A soda can

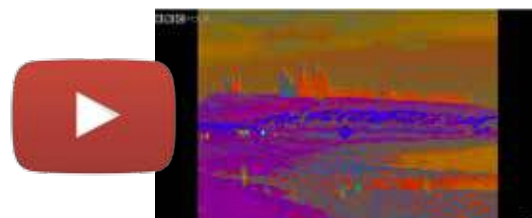
The group must form a circle, with each person spread about a foot apart.

- Introduce “The Toxic Waste Can”
- The challenge is for the group to pass the can around the circle without using their hands or dropping the can.
- The group will be more excited and engaged if there is imaginary “toxic” content in the can that will spill out if it is dropped.

Debrief – Ask the group: How did you communicate during this challenge?

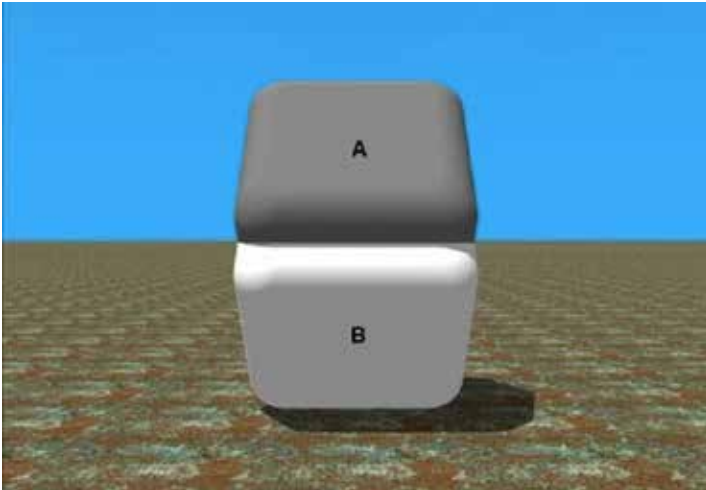
2. Introduction to Colour (20 Minutes)

- Begin by showing learners this video on a large screen or a white wall



https://www.youtube.com/watch?v=3P8q_dCU3RI

- Then ask: Did anyone see the picture in colour?
- Why do you think that is possible? Can our brain trick us when it comes to colour?
- Next, show the following graphic on a screen or projector:



Ask learners:

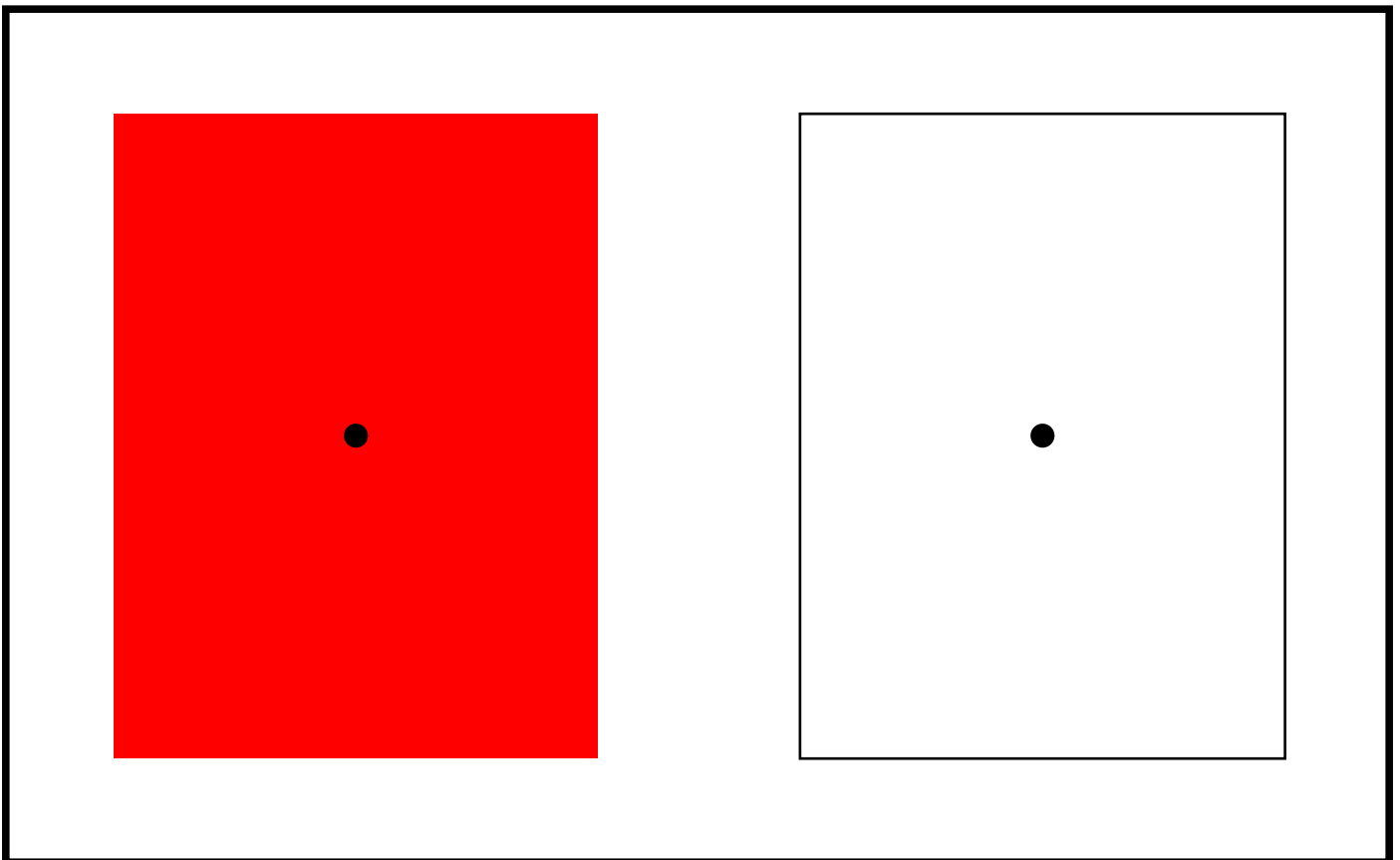
- What colour is the A square?
- What colour is the B square?
- Are they different?

Then cover the center line of the picture with your hand or a piece of paper, and ask:

- Do they look different now?
- It should become clear that A & B are the same colour.

Lastly, show the learners the graphic below on a large screen:

Source: BrainDen (<http://brainden.com/color-illusions.htm>)



Source: BrainDen (<http://brainden.com/color-illusions.htm>)

Ask learners to stare at the red dot in the center of the red block for 30 seconds, making sure not to let their eye wander anywhere else. After 30 seconds has passed, tell them to move their eye to the black dot in the center of the white block. Ask: what do you see?

Explain that they saw an “after image” and there is a very scientific explanation for it: Your eye is filled with 250,000 color decoding cones. The 83,000 cones that are used to decode red became fatigued and over stimulated when you focused on the red block. Consequently, the opposing cones kicked into action. You probably saw blue or bluish green, somewhat like transparent bluish light or cellophane on the white area.

Ask for two volunteers for a competition, and have one volunteer leave the room for a few minutes, waiting outside.

Display the below image on a projector screen or white wall and ask the first volunteer to say the colours of each word (not read the word) as fast as they can, starting at the top left. Use a watch or timer to time how fast they can say them all correctly.

Look at the chart below and say the COLOR not the word

YELLOW	ORANGE	BLUE
BLACK	GREEN	RED
YELLOW	PURPLE	RED
ORANGE	GREEN	YELLOW

Source: BrainDen (<http://brainden.com/color-illusions.htm>)

Once the first volunteer has finished, ask the second volunteer to come back in, and give them the same instructions. Time them to compare with the first volunteer.

- Ask the class: Why do you think this is a difficult task?
- The answer is that there is a conflict between the left and right sides of your brain. Your right brain tried to say the colour but your left brain insists on reading the word.
- Explain that the human eye can see 7 million colors. Some of these are eyesores. Certain colors and color relationships can irritate the eye, cause headaches, and wreak havoc with human vision. Other colors and color combinations are soothing. Using the right colors can maximize productivity, minimize visual fatigue, or relax the whole body. Colours can also affect our feelings and emotions.

3. Global Colour Survey (15 minutes)

Load this website on a computer or device connected to the internet and put it up on a screen or projector to the whole group can see:

<http://www.colorcom.com/global-color-survey>

- Ask for 1 volunteer to come to the front of the room.
- Go through the survey with that volunteer, one question at a time, letting them choose the colour they think answers each question best. Allow the rest of the learners to offer their opinions, but stress to the volunteer that they get to make the final decision on which one to pick. You can skip over any questions you think are inappropriate (such as 'sexiness') or which the learners may not understand (such as 'diety')
- Once the volunteer has answered for each question, submit the form.
- Explain to the learners that over 200,000 people from all over on the world have taken the survey. Here are the most common results:



COLORCOM

- **Happy** - Yellow
- **Pure** - White
- **Good Luck** - Green
- **Good-tasting** - Red (tomato)
- **Dignity** - Dark Blue
- **High Technology** - Silver
- **Sexiness** - Red (tomato)
- **Mourning** - Black
- **Expensive** - Gold
- **Inexpensive** - Brown
- **Powerful** - Red (tomato)
- **Dependable** - Blue
- **High Quality** - Gold
- **Nausea** - Muted Yellow
- **Deity** - White
- **Bad Luck** - Black
- **Favorite Color** - Blue
- **Least Favorite Color** - Dark Yellow

- Ask learners: Are you surprised by these results? Why or why not?
- Hand out two small pieces of paper and a pencil to each learner. Ask them to write their answer to this question on the first piece: How do you feel when you are in a red room?
- Now ask them to write their answer to this question on the second piece: How do you feel when you're in a blue room? If they are struggling to decide how they feel, ask this question: "If you were cold and you had the choice of a Red or a Blue blanket, which one can you see yourself warm in?"
- Collect all of the papers. Choose 5-6 papers and read them to the whole class. Ask learners to notice if the answers are similar or very different. Ask: Do you think different people react to colours differently? Why or why not?
- Explain that colours can give different atmospheres, so you cannot always trust your eyes. Certain colors do have the same effect on most people (for example: red is powerful and yellow is happy) but this can depend on many factors such as culture, language, personality, etc.)

4. Thinking Hats (30 minutes)

- Prepare 'Hats' or pieces of paper in each color (Blue, Green, Yellow, Orange, Red, Purple).
- Ask for 6 volunteers to come sit at the front of the classroom. Assign one color to each of the six volunteers.
- Explain to learners that this game is called the Thinking Hats. The person wearing the blue hat controls the other hats. They can at any point pass on the blue hat to another person. The person with the blue hat can invite the group to put on any of the following hats:
- **PURPLE:** The person wearing this hat brings up facts, numbers, and objective information.
- **RED:** The person wearing this hat speaks about their feelings, sensations, intuitions, what is going well or badly for them.
- **ORANGE:** The person wearing this hat uses their time for criticism and for bringing up the difficulties or pitfalls of any proposal.
- **YELLOW:** The person wearing this hat can bring up new ideas and suggestions to improve any proposal.
- **GREEN:** This is the creative hat. It allows the person wearing this hat to say whatever comes to their mind.
- Once you've explained the activity, introduce an issue to the group of volunteers that they will have to discuss using their assigned roles using their hat color. Ideally you should think of a controversial issue that affects the learners in their community or personal lives. For example: "Gang violence in our community". You could also ask the rest of the class for a discussion topic.
- Draw the following table on the board, and ask for 2 new volunteer learners to come fill in the arguments the groups makes using each hat, as well as the counter-arguments made in each case.



Debrief Questions:

1. How did your hat color impact the things you had to say?
2. What did you notice about the different communication styles in the group?

5. Debrief – Pair & Share (10 Minutes)

- Ask learners to find one of their handshake partners (for example: coca-cola partner) and ask them to discuss with each other this question: Does everybody see colour identically? Could it be that your green is different to how everybody else sees green?
- After they have had a few minutes to answer, ask for 2-3 volunteers to share what they discussed with their partner. Then ask the whole group: What do you think this means for our life? How can our interpretation of colour change our experience of the world?
- Thank the learners for their participation and tell them you look forward to seeing them time!

ARTS CURRICULUM

LESSON 2



Learning Objectives

By the end of the session, learners will be able to:

1. Understand how colours mix to create new colours
2. Know how to hold and use a paintbrush
3. Know how to mix paint to create many colours

Materials:

A3 Strong paper, A3 Drawing Board, Water Colour paint (Red, Blue and Yellow), 3 Sea Shells per learner, 1 paintbrush per learner, 1 water container per learner

Steps:

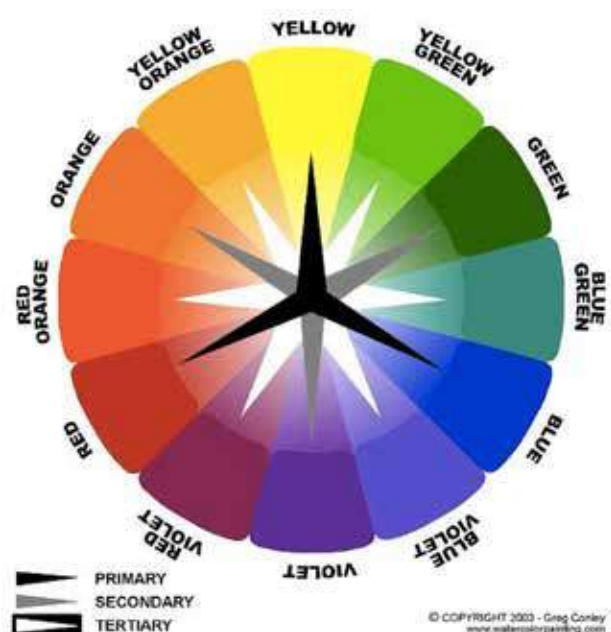
1. Brush, Brush, Paint – 15 minutes
2. Colour Wheel Theory – 15 minutes
3. Painting technique – 15 minutes
4. Painting Colour 'Wheels' – 35 minutes
5. Debrief – Word Whip – 10 minutes

1. Brush, Brush, Paint (15 minutes)

- This game has the same concept of 'Duck, duck, goose' but is made for the artist. You need one easel or large piece of paper taped onto the wall of a board, a jar filled with clean paintbrushes and a pallet with 3-5 different coloured paints beside the easel/board.
- Ask the learners to sit in a circle and put the jar in the center of the circle.
- Ask for one learner to volunteer to be the leader and give the leader a paintbrush.
- Now the leader will go around the circle tapping each person saying brush, brush until they choose someone and then they will say paint!
- The chosen learner will go to the easel and paint whatever they like for 30 seconds. When their time is up, they will get a fresh brush from the jar and begin again going around the circle tapping people while saying "Brush Brush. Brush. Paint!"
- Once about 8-10 learners have had a chance to paint you can end the game and ask everyone to take a look at the artwork on the easel/board.

2. Colour Wheel Theory (15 Minutes)

Source: www.watercolorpainting.com/color



90 mins

- Explain that a Colour Wheel is one of the most important tools in art, and has been used in many forms since the 1600s. The color wheel gives artists a way to understand how colours are mixed, and how they complement and react to each other. If you understand the colour wheel then you can make choices about what colours to use together to make your artwork convey your idea or message.
- The 12-part Color wheel is a representation of the visual spectrum of light that us humans can actually see. The basic color groupings are the Primary colors (3), the Secondary colors (3), and the Tertiary colors (6).
- The primary colours are the only ones that cannot be created by mixing other colours and they are Red, Yellow and Blue. If you mix them you get the secondary colours (Red + Yellow = Orange, Yellow + Blue = Green, Blue + Red = Purple). The tertiary colours are the ones that fall in between (Yellow-orange, Red-orange, Yellow-green, Blue-green, Red-purple and Blue-purple.)



Primary Colors



Secondary Colors

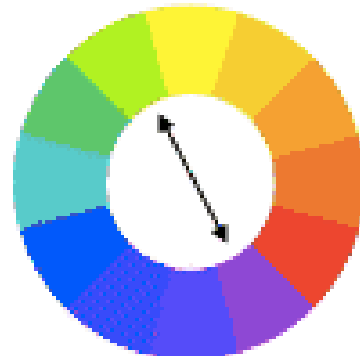


Tertiary Colors

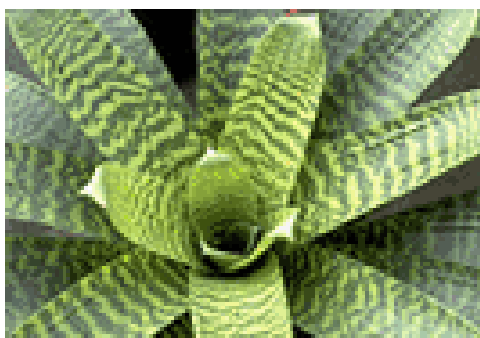
- Colors that are 180° opposite each other on the Color Wheel are called Complementary colors. Complementary colors give the highest possible color contrast. Colors next to their complimentary counterparts set off a visual excitement and draw the eye in.



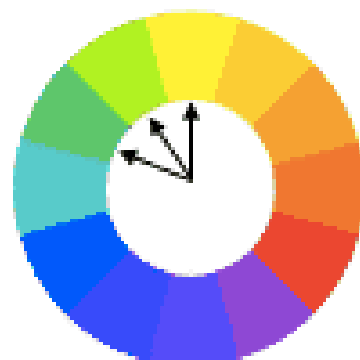
©Jill Morton - Color Matters



Analogous Colors are color neighbors or groupings of 3 or 4 colors beside each other on the color wheel. Used together, they look soothing and create harmony.



©Jill Morton - Color Matters



3. Painting technique (15 minutes)

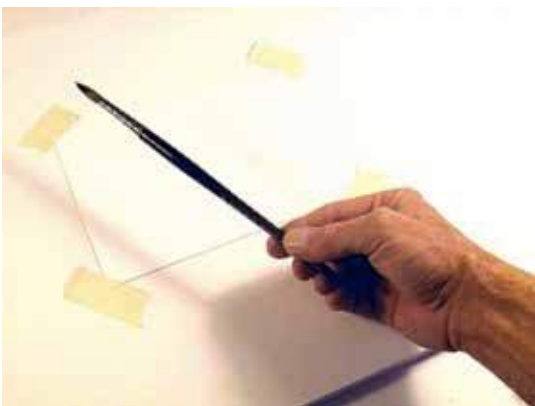
- Set-up each learner with the following: 1 piece of watercolor (or strong absorbant) paper, 1 paintbrush, 1 shell container with one color of watercolour paint and a jar/container of water
- Using a paintbrush, show learners these 4 main methods of holding a brush to paint with. As you show them, encourage the learners to pick up their own brush and try out each hold.
- Explain each hold, and ask the learners to try a few brushstrokes in each one so they can see the different ways they can paint with the brush.



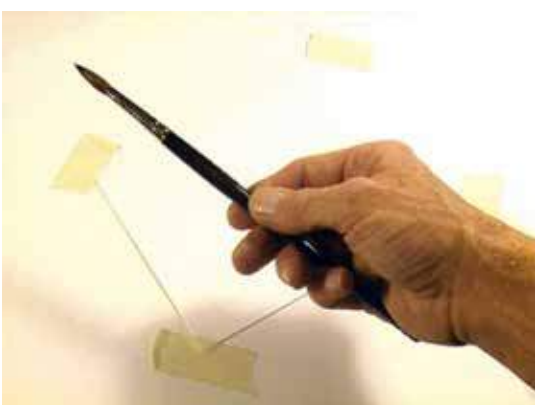
The Classic: grip for holding a watercolor brush is much like the way you hold a pen or pencil for writing. The only difference is that you are gripping the brush further from the tip. Ask learners to pick up their brush and grip the thickest part of the handle above the body of the brush—and hold it like they are getting ready to write a letter. Have them practice writing their name in a way that they can use to sign their paintings.



The Pinch: Hold your brush like you are picking up a pencil from a table, pinching it between your thumb and fingers. This is called the pinch because you are using a pinching action to pick up your brush. As you run through this exercise you can loosen the grip to allow the brush some travel, but only use your fingertips to hold the brush when painting. You can use 2 to 4 fingertips to hold your brush. Try it out and you'll notice it's easier to paint downward then upward.



Pass the pencil: Hold your brush like you are passing someone a pencil as in “here ya go” but keep the brush in your hand, you’ll need it. This is a looser grip than the Pinch with pressure from your thumb holding the body of the brush against your index and middle finger. Your ring finger and pinkie will wrap loosely and sort of serve as rudders. Held loosely, the brush gives you more control in getting your intent on paper. Rest your knuckles on your paper and using wrist motion scrape the edge of your brush against the paper. Change your brush position and the angle of your wrist as you try different strokes.



The Conductor: Grip your brush by the tip of the brush handle, like you’re a conductor about to tap the music stand to make the orchestra come to attention. Using the weight of the brush and the new “feel” explore the looseness of your brush. You’ll notice this is a variation of the Pass the Pencil grip, using a loose grip so you can easily move your fingers. Play with the new brush strokes you can make.

Give learners a few minutes to practice the four holds and play with what they and their paintbrush can do.

4. Painting Colour 'Wheels' (35 minutes)

- Hand-out 3 sea shells with blue, yellow and red watercolor paint to every learner. Also give each learner a new piece of A3 white watercolor paper.
- Ask learners to paint their own colour wheel but explain that it doesn't have to be a wheel – it can be any shape or just colours if they would like.
- Remind learners that they can create orange by mixing yellow and red, green by mixing blue and yellow, and purple by mixing blue and red.
- Challenge the learners to create as many different shades of colour as they can on their paper, and explain that the 3 learners who paint the most colours will receive a prize.
- Give learners around 20 minutes to paint their colour wheels.
- Once they have finished, ask learners to raise their hand if they think they have the most colours, and ask 4-5 learners how many colors they painted. Then explain that you will collect all of the paintings when they are dry and you will review them to decide who will win. You can take the prizes to the following session. Prize ideas: a chocolate bar or sweet.

Ask the group the following questions:

1. How did you mix colours? Was it difficult? Why or why not?
2. How did it feel to mix the primary colours to make new ones?

Ask if there are any volunteers (2-3 learners) who would like to show their paintings to the rest of the class. If there are any volunteers, have them come to the front of the room and hold their painting up so the others can see, and then ask them: 1. What is the best colour you think you created here?

5. Debrief – Word Whip (10 Minutes)

Ask learners to sit in a circle, and explain that you're going to do a 'word whip', where everyone has the chance to answer a question, but they must try to answer with only ONE word. Ask the learners: What is your favourite colour to paint? After one learner answers first, move to the person to their right, and continue around the circle until everyone has had a chance to answer. Remind them to answer with just one word.

Then, ask learners this question: How does it make you feel to paint? Again, once one learner has answered, move to the person to their left, and continue around the circle until everyone has had a chance to answer. Remind them to answer with just one word.



ARTS CURRICULUM

LESSON 3



Learning Objectives

By the end of the session, learners will be able to:

1. Understand how feelings relate to certain colour themes
2. Know about several well-known contemporary African artists
3. Identify their own emotions and relate them to colour themes

Materials:

Postcards with famous artists, card boxes, cards with emotions written

Steps:

1. Mirrors & Bridges – 10 minutes
2. Feelings Wheel – 15 minutes
3. Famous Artists – 30 minutes
4. Atlas of Emotions – 30 minutes
5. Debrief – Word Send – 5 minutes



90 mins

1. Mirrors & Bridges (10 minutes)

- Ask learners to find one of their handshake partners (for example: fisherman partner) then to find their own space in the room and face their partner.
- Explain the challenge: Each pair is going to mirror each other. Ask learners to pretend there is a giant mirror in between them, and their goal is to have consistent movements with their partner.
- One of the partners will start as the 'mover' and the other will try to mirror the mover's actions. Explain that when they hear you say 'switch', they can switch roles.
- Give learners about one minute to try mirroring, then say switch so they swap roles for about one minute.
- Once everyone has tried it, explain that now they'll do it again, but this time there won't be a designated 'mover' so they can just see what happens.
- Remind learners that the key in this activity is to mirror their partner exactly, so slow movements might work best. They will know they are successful if they are creating a consistent trust relationship with their partner.
- Once everyone has had a few minutes to play with mirroring, explain that the next challenge will continue to work on trust relationships and that they're going to work on the idea of balancing trust.
- Ask learners to start facing their partner with their feet planted, straight arms and their hands touching their partner's hands.
- Make sure pairs are in a position where there is nothing behind them for 1.5 meters.
- When all are ready, ask the partner who is tallest in each pair to take one step backward.
- Explain that this will apply pressure onto the other person, and that the shorter partner now needs to balance that by taking a small step back.
- Ask that they continue slowly taking small steps back one at a time, until they can get as far as possible while maintaining their balance.
- Explain that the challenge is to find their balance as a partnership, between the two of them. If they fall, they fail the challenge.

Debrief:

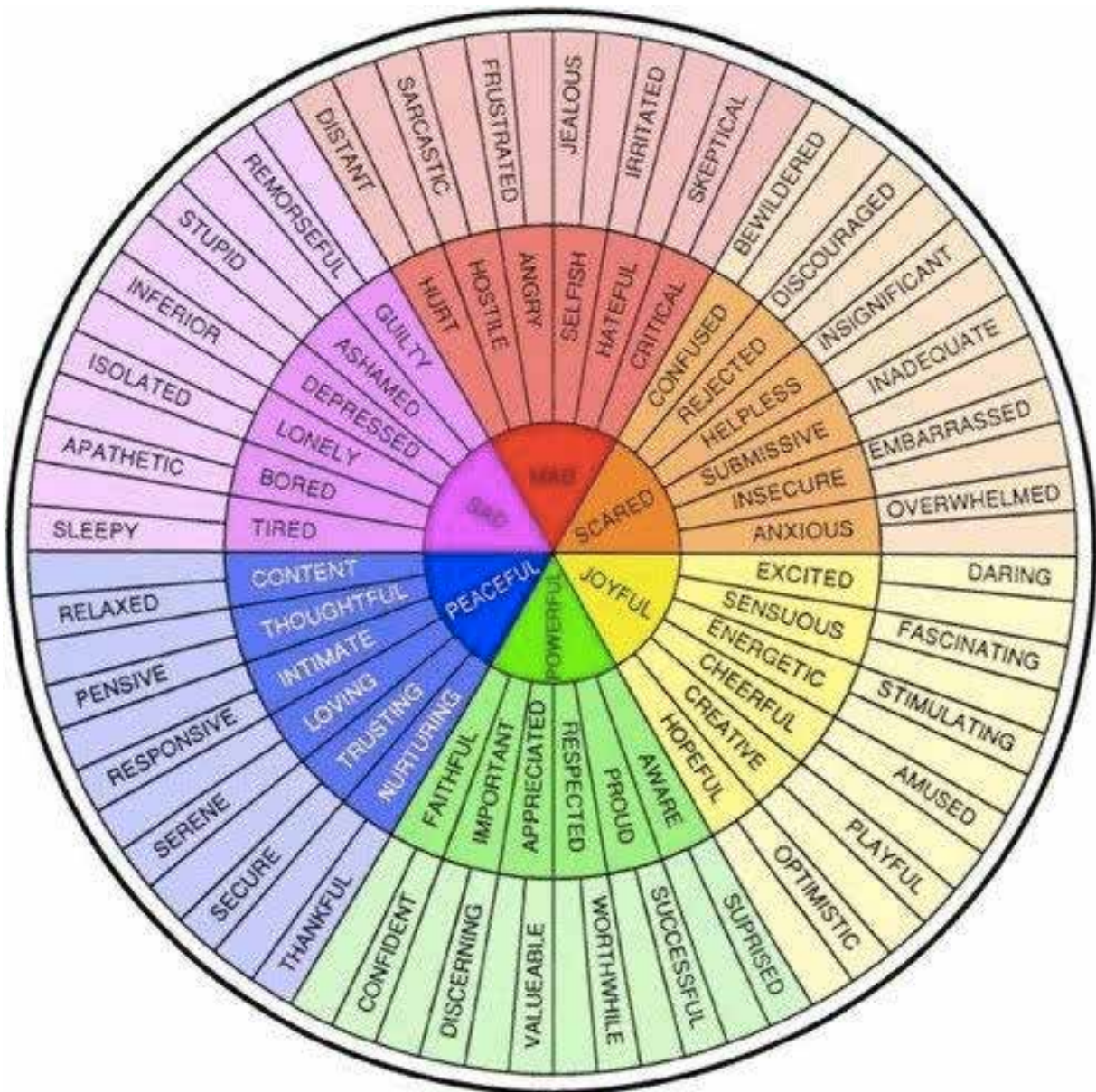
- Ask learners to discuss with their partner: How did these activities build trust? After they've had a minute to discuss, ask them: Why do you think it's important to have trust when we are talking about emotions?



2. Feelings Wheel & Colour (15 minutes)

- Handout a small piece of paper and a pencil to each learner. Ask learners to write down their answer to the following question: What emotion are you feeling? Show them the 'Feelings Wheel' to help them choose:
- Ask for 3-4 volunteers to share what they chose.
- Now ask them to choose a colour that represents that emotion for them and to write it down on their paper with the emotion.

Introduce the 'Colour Feelings Wheel':



Ask learners: Where does your emotion fit? Is it in the same colour range as the one you chose and wrote down?

Ask anyone who found their emotion and colour to match the wheel to raise their hand so the whole group can see if how accurate the colour wheel was.

Debrief:

- Why do you think certain colours make us feel certain emotions? Why is 'yellow' joyful and 'red' mad?
- How do you think the 'Feelings Wheel' and the 'Colour Feelings Wheel' could be useful for us as artists?

3. Famous Artists (30 minutes)

Prepare postcards, posters, or photos of 5 well-known African artists (painting examples from famous artists from different styles and color themes)

Show learners 1 painting at a time and ask the following questions:

1. What do you think the painting says?
2. How do you feel when looking at the painting?
3. What role does the colour play?



Irma Stern



'New Brighton' by Mr George Pemba Nyaluza



Walter Batiss



Walter Batiss

LOCAL IS LEKKER



Willie Bester

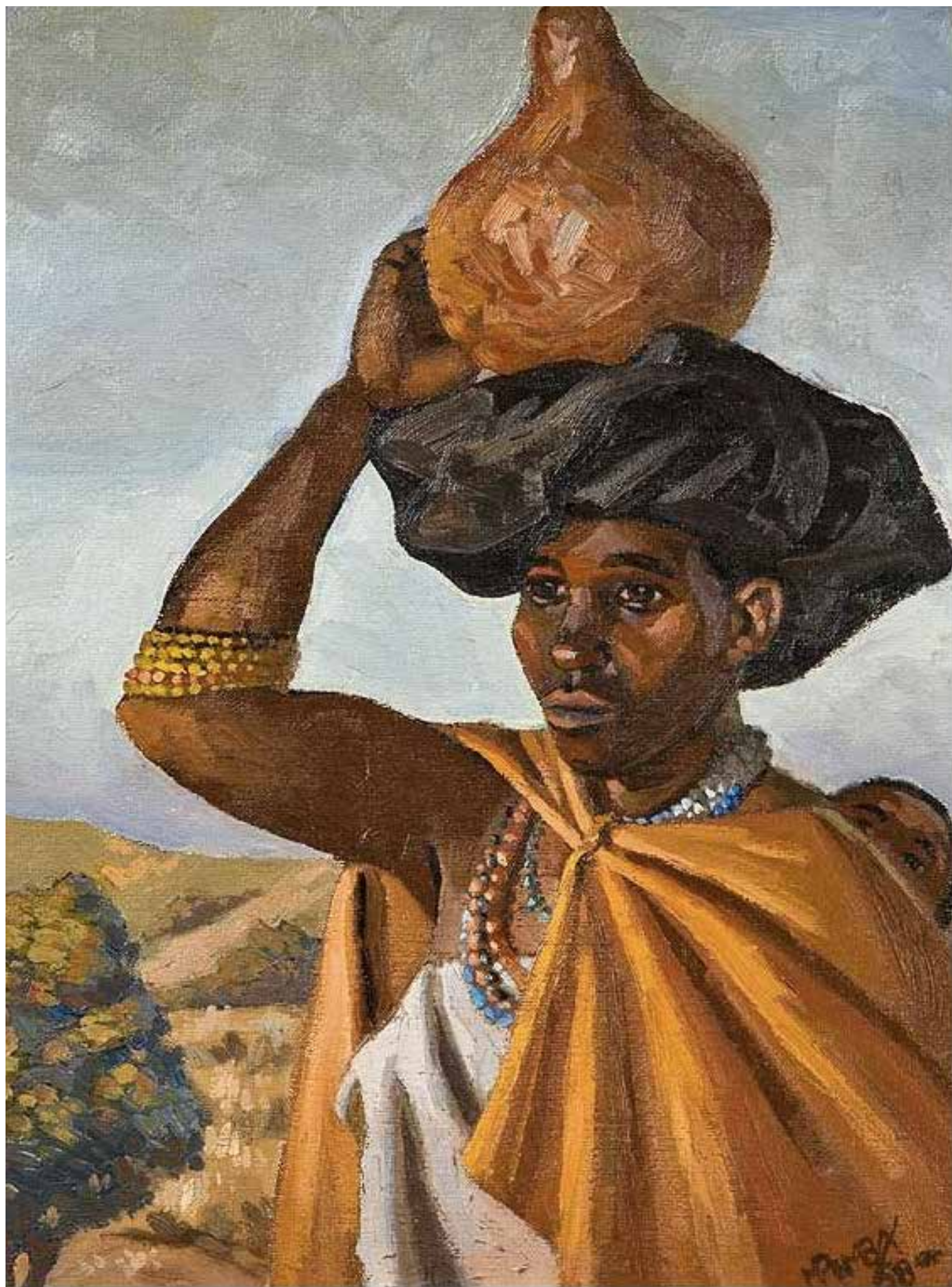
4. Atlas of Emotions (30 minutes)

- Set-up 7 'colour pots' at the front of the room: Yellow, Red, Blue, Green, White, Brown and Black. Use small card boxes with the colour names written on the outside.
- Hand out 5 cards with emotions written on them to each learner.
- Ask learners to read the emotions they have on their cards, and to think of a time they recently felt ONE of the five emotions.
- Ask for 5-8 volunteers who want to share with the group, and have them come to the front to tell their story. Remind the rest of the group to be respectful and supportive, as it may be difficult for learners to share.
- After the volunteers have finished, ask them to choose the colour they think their emotion most relates to, and then to place their cards in the corresponding 'Colour Pot' at the front of the room.
- Allow some time for all the learners to think about which pot they want to place their cards in and to deposit them there.
- Ask: Does anyone want to share which colour they chose and why?

4. Debrief – Word Send (5 Minutes)

Ask learners to stand in a circle, and each learner to think of a word that describes how they feel right now, but not to say it out loud to anyone. When they have all chosen their word, ask them to close their hand into a fist and to whisper the word into their hand. Then, ask all learners to point their fist into the center of the circle, and on the count of three (1, 2, 3) they should 'release' their word up into the sky and shout their word as loud as they can.

Thank the learners for their participation and tell them you look forward to seeing them next time!



George Pemba

ARTS CURRICULUM

LESSON 4



Learning Objectives

By the end of the session, learners will be able to:

1. Feel more trusting of their peers and to share their emotions
2. Understand the concept behind abstract art
3. Know how to create an abstract artwork

Materials:

Emotion cards from previous lesson (A5 size), acrylic paint (at least 8 colours – red, yellow, blue, orange, green, purple, black and white), 1 paintbrush for each learner, 1 water container for each learner, sticky tac, newspaper or plastic to cover tables

Steps:

1. Group Stand – 10 minutes
2. Abstract Painting – 20 minutes
3. Emotion Cards – 45 minutes
4. Debrief – Emotion Map – 15 minutes

1. Group Stand (10 minutes)

- For this challenge learners will work in pairs.
- Ask learners to find one of their handshake partners, and then to stand back to back and link arms with their partner.
- Explain that from this position, the pair will attempt to sit down and stand back up without unlocking arms and without touching anything (floor, table, etc) with their hands.
- Explain that when a pair succeeds, they should join with another pair and attempt the challenge with four people. Eventually, the group should work towards being able to complete the challenge with the entire group.
- Ask learners to discuss with their partner: How did this activity build trust in the group? After they've had a minute to discuss, ask: Why is trust important in a group?



90 mins

2. Abstract Painting (20 minutes)

- Ask learners: What do you think abstract means? Any ideas?
- Explain that 'Abstract' means something that exists as a thought or as an idea but that doesn't exist physically (ie. you can't touch it)
- Explain that 'Abstract art' is art that does not try to show something physical, but instead uses shapes, forms, colors, and textures
- Show learners these examples of abstract art:
- Ask learners: What do these painting have in common? What emotions or feelings do you think each one shows?
- Show learners below examples of abstract art:
- Ask learners: What emotions or feelings do you think each one shows?
- Ask learners to raise their hands if they like abstract art. Then ask learners to raise their hands if they don't like this type of art. Divide the group into 2, with the group who likes abstract art on one side of the room, and those who don't like it on the other side of the room. If there are students who are unsure, ask them to choose a side just for the next activity.
- Ask for one volunteer from the first group to explain what they like about abstract art. Then ask for a volunteer from the other side to counter that argument. Allow learners from each side to argue their point of you one at a time and back and forth in a debate for about 10 minutes.

If they get stuck, here are some points you could bring up:

- * The more vibrant and attractive use of color and shapes
- * The freedom to do anything, because nothing is expected
- * Too open to interpretation because there is 'nothing' there
- * Too 'easy' to paint, or doesn't require talent or skills



Ellsworth Kelly



Franz Klein



Jackson Pollock



Keren De Vreede



Mark Rothko



Nestor Toro

3. Emotion Cards (45 minutes)

- Explain to learners that they will now have a chance to create their own abstract paintings based on certain emotions or feelings.
- Hand out 5 emotion cards (A5 size) to each learner (1 from each box from the previous lesson), as well as a paintbrush, a water container, and a palet or something to mix on.
- There should be a common area set-up with acrylic paints in at least 8 colours (red, yellow, blue, green , orange, purple, black and white) where learners can get the colours of paint they want to use.
- Explain that learners should read the emotion written on the card, and then craft a painting on the other side of the card that shows that emotion. There are no rules about what or how to paint, but encourage them to try to paint an 'abstract' piece that uses colour, shapes, patterns and/or texture. Their goal is to finish all 5 small paintings in 40 minutes.

4. Debrief – Emotion Map (15 Minutes)

- As the learners finish their paintings, collect them and paste them up on the wall with sticky tac, arranging them randomly.
- When time is up, make sure all of the paintings are pasted up on the wall and then ask learners to identify which ones they think depict a certain emotion.
- As they answer, begin to arrange all of the paintings that depict one emotion in one area, so that at the end the whole wall is arranged by emotion.
- Ask learners: What do you think of our Emotion Map? What do you like about it? How does it make you feel?





LESSON 5

Learning Objectives

By the end of the session, learners will be able to:

1. Understand why a sunset looks the way it does
2. Know how to paint a sky sunset background
3. Identify and share their personal challenges

Materials:

clear drinking glass, water, whole milk, measuring cup, teaspoon, flashlight, various sunset references, projector and screen, A3 drawing paper, acrylic paints (red and yellow), pencils, paintbrushes, water containers, pallets or something to mix paint on, blank cards, pens

Steps:

1. Sunsets – 15 minutes
2. Painting sunsets– 30 minutes
3. Challenge Hat – 30 minutes
4. Debrief – Painting Challenges – 15 minutes

 **90 mins**

1. Sunsets (15 minutes)

- Ask: Who has ever seen the sunset? How did it make you feel? What did it look like?
- Half fill a clear drinking glass with water. Shine your flashlight on the glass directly above it. The water will look white.
- Now pour 1/2 cup of milk into the glass and mix well.
- Take the glass somewhere dark and shine the flashlight from the side of the glass through the milk. The milk will look yellow, orange or red.
- Why? Just like a sunset or sunrise, the light is shining through particles.
- The atmosphere is full of billions of particles.
- When the sun is low in the morning or early evening, it's rays must travel through a thicker layer of atmosphere than at other times of the day.
- When sunlight hits these particles, the light bounces off of them and scatters.
- Orange and red lights scatter the least, which is why you see these colours in a sunrise or sunset.

Show learners several examples of red/yellow/orange sunsets on a screen or projector. For example:



- Ask: What do you notice in these pictures? What do they have in common? What does the sky look like? (Lots of oranges, yellows and reds)
- Ask: How could you paint a sky like this? What are some things to include? (Light and dark, lots of different shades, clouds, a 'sun')
- Show some examples of sunset paintings.

2. Painting sunsets (30 minutes)

- Set each learner up with a painting station including: one A3 piece of paper, one paintbrush, a water container, a pallet or something to mix paint on.
- Set-up a common area with red and yellow acrylic paint, and make sure the learners know where to find it.
- Explain to learners that today they will paint the background yellow and red part of their sunset (assure them they will paint the black part in the next class). Reinforce that the best sunsets have lots of different colour and a high contrast between light and dark.
- Remind learners that they can create different shades of orange by mixing the red and yellow paint.
- Give learners about 20-25 minutes to paint their background, and then collect them to give them a chance to dry.

3. Challenge Hat (30 minutes)

- Materials: blank cards, pens
- Set Up: space for the group to sit in a circle; one card and pen for each learner; one box or hat in the middle
- Framing: We all face challenges in almost every part of our life. For many people, watching a sunset is a time to reflect and to put their challenges in perspective. Now you'll have the opportunity to think about some of the challenges/obstacles you've already faced in your life.
- Handout cards and pens to learners and ask them to think to themselves about this question: What are some challenges you have faced or are facing in your life? Think about them and chose one or two to write them down on your card, then put the card into a box/hat in the center of the circle.
- Take the box/hat from the center and read through each challenge as a group one-by-one; for each challenge ask the group:
 1. What potential solutions can you think of to address this challenge?
 2. What resources do we have to help deal with this challenge?

Once you've had a chance to read and briefly discuss each one, thank everyone for sharing and move onto the debrief

4. Debrief – Painting Challenges (15 Minutes)

- Ask if anyone in the group feels like they could paint one of the challenges they wrote down or heard in the last activity? How would they paint it? Allow for 3-5 learners to describe how they would paint one of these challenges.
- Give learners the task to think about how they will paint their own challenge or someone else's at the next session.
- Remind learners you are there as a resource if they need any support or ideas.



LESSON 6



Learning Objectives

By the end of the session, learners will be able to:

1. Understand contrast and silhouettes
2. Know how to paint a black silhouette scene
3. Understand the difference between day and night in terms of artistic lighting and feelings

Materials:

Various sunset references, projector and screen, A3 drawing paper, acrylic paints (black and white), pencils, paintbrushes, water containers, pallets or something to mix paint on, coloured pencils

Steps:

1. Contrast and Silhouette – 15 minutes
2. Painting silhouettes – 30 minutes
3. Painting daytime – 30 minutes
4. Debrief – Day and night – 15 minutes

1. Contrast and Silhouette (15 minutes)

Show learners several examples of red/yellow sunsets with black silhouettes on a screen or projector. Here is an example:



Ask: What do you notice in these pictures? What do they have in common? Why is the black so dark? (Because there is no more light on the side closest to the camera/viewer)

Explain the following concepts:

1. Contrast - Contrast means a big difference between one thing and another. Contrast is like night and day – opposites. It can be a big difference in texture, color, value or size. You can see in the sunset pictures that there is a contrast between the bright colours and the dark black.
2. Silhouette - A type of art that uses contrast is a silhouette. A silhouette is the outline of an object. Before cameras were invented, people would trace around their shadow and cut out a shape that looked like the side of their head. In the sunset pictures the black parts are a silhouette – an outline of animals, trees, mountains, etc.



90 mins





2. Painting silhouettes (30 minutes)

- Set each learner up with a painting station including: one A3 piece of paper, one paintbrush, a water container, a pallet or something to mix paint on.
- Set-up a common area with black and white acrylic paint, and make sure the learners know where to find it.
- Explain to learners that today they will paint the black silhouette part of their sunset, to finish off their painting.
- Encourage learners to paint a silhouette scene that shows a challenge they talked about last week
- Remind learners that they can create different shades of black by mixing in a bit of white
- Give learners about 25 minutes to paint their black silhouette, and then collect them to give them a chance to dry.
- Ask learners to wash their paintbrushes and clean-up their painting workspace when finished.

3. Painting daytime (30 minutes)

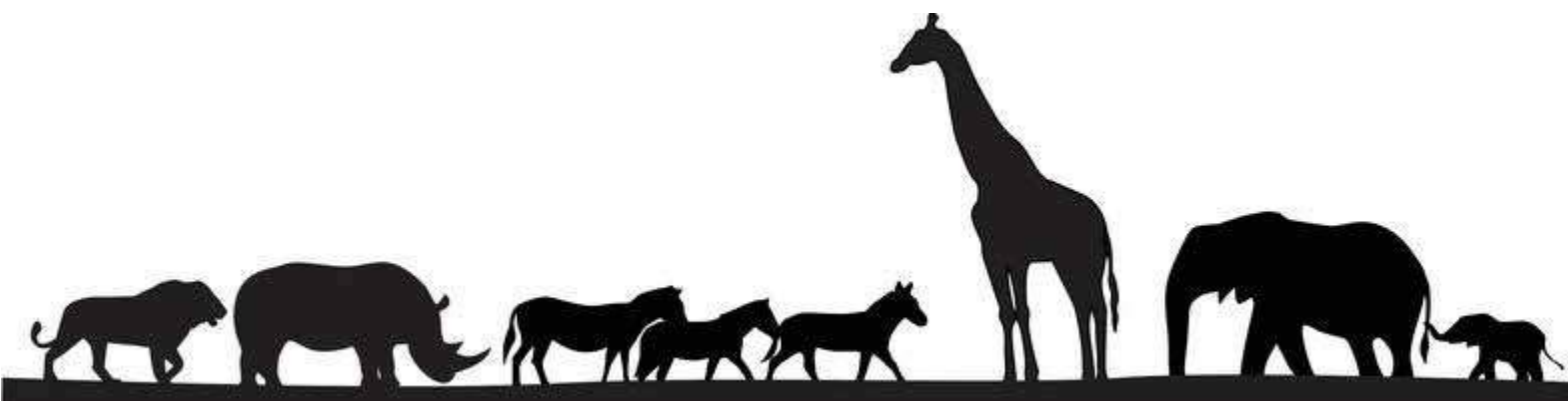
- Hand out a new A3 piece of drawing paper to each learner, and a pack of coloured pencils to every 2-3 learners.
- Explain that scenes look and feel different in different light and colours. Show learners a few examples to compare:



- Explain that now learners will draw the same scene they just painted, but this time with the sun in front of them, so the objects that were in silhouette will now have light shining on them.
- Give learners about 25 minutes to complete their drawing.

4. Debrief – Day & Night (15 Minutes)

- Ask learners to find one of their handshake partners, to do their handshake and then to ask each other this question: How do you feel differently during the day than at night?
- Once they've had a few minutes to discuss together, ask each pair to find another pair to join into a group of 4 people, and then to share their answers with each other.
- When everyone has had a few minutes to discuss, bring the group back into a sitting circle and ask if anyone would like to share with the whole group. Again the question is: How do you feel differently during the day than at night?
- Ask: Why do you think you feel differently during day and night? (For example: at night a problem might seem much bigger than it does during the day – why do you think this is?)
- Thank learners for their participation today and tell them you look forward to seeing them next week!



ARTS CURRICULUM

LESSON 7



Learning Objectives

By the end of the session, learners will be able to:

1. Understand the concepts of balance and harmony
2. Understand what mandalas are and how to create one
3. Understand what it is like to be part of a different culture

Materials:

Bright acrylic paints, A4 papers with mandala outline for each learner, paintbrushes, water containers, pallets, pencils, screen and/or projector

Steps:

1. Circle of Balance – 15 minutes
2. Intro to Mandalas – 20 minutes
3. Painting Mandalas – 40 minutes
4. Debrief – Reflection – 15 minutes

1. Circle of Balance (15 minutes)

- Ask learners to stand in a circle and then count the group off by alternating calling every learner a 'one' or a 'two'. It is very important that there be an even number of players.
- When you have finished counting them off, no 'ones' should be standing next to each other.
- Ask learners to hold hands and take one or two steps backward so that their arms are slightly extended and the circle is a bit bigger.
- Explain that when you count to three, the 'ones' in the circle will slowly lean forward while the 'twos' will slowly lean backward until everyone is at a 20 to 30 degree angle, completely balanced in both directions.
- Remind learners to keep their feet firmly planted on the ground.
- Ask players if they have any questions about the game.
- Count to three and begin the game.
- Give about 10-15 seconds for learners to hold their opposite leaning positions before asking them to return to an upright position. If they struggled to stay balanced, give them a chance to try again a few times.

Debrief Questions - Ask:

1. What happened during the game?
2. Did you create a balanced and harmonious circle? How?
3. How did it feel to put that much trust in someone?
4. How did it feel to have someone trust you that much?

2. Intro to Mandalas (20 minutes)

- Have the word "Mandala" written on the board as learners walk into class.
- Ask learners to raise their hands to guess what "Mandala" means.
- When you have received a few guesses show the pictures below (on a screen/projector) and have the students guess some more.



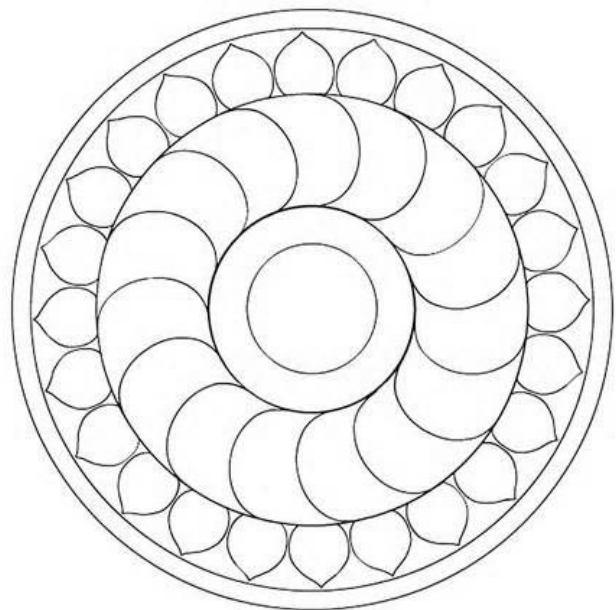
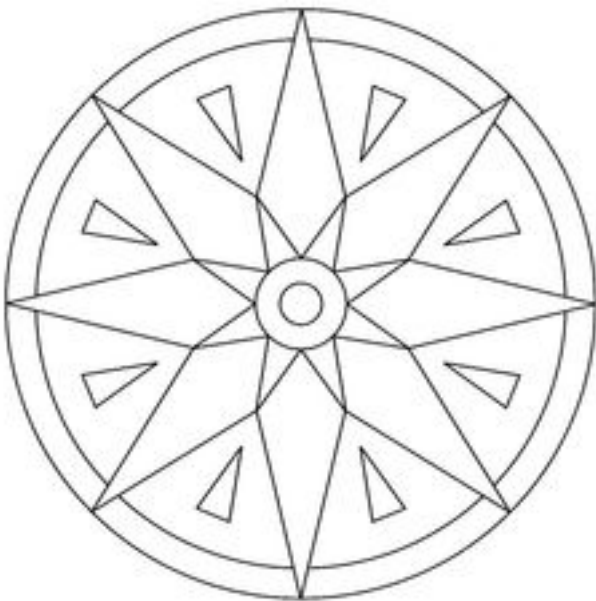
90 mins

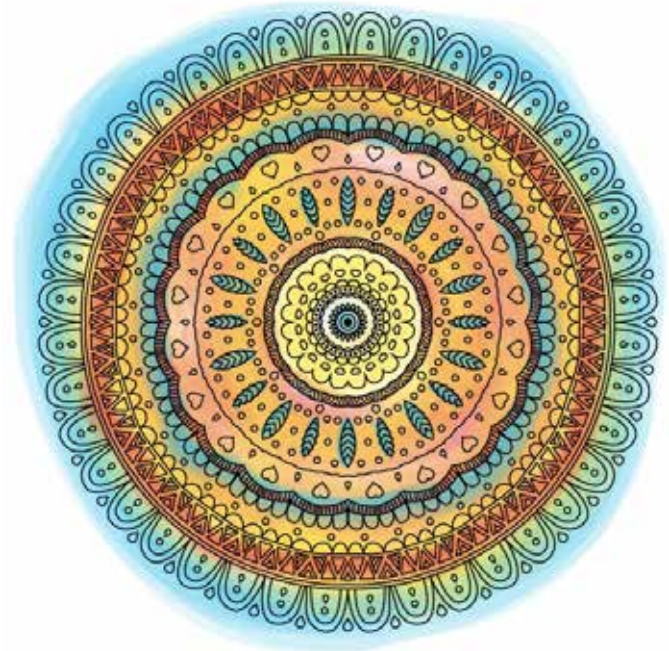


- When all the answers are exhausted explain to them that “Mandala” is the Sanskrit word for “circle” and is a form of art that comes from the Buddhist and Hindu traditions. Tell them that mandalas were often used for focusing attention, establishing a sacred space, or to aid meditation.
- To create a mandala can be thought of as an active art meditation.



Explain that mandalas can be very simple, like these examples:



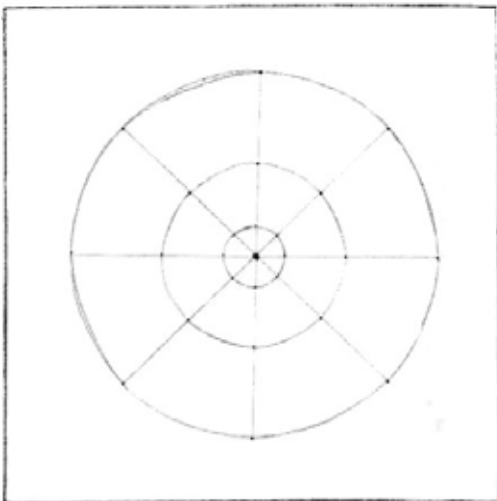


Show learners a few more examples of mandalas and then ask the questions below:

Ask learners: How do you feel when looking at these mandalas? What do you notice that all of these mandalas have in common? (they are colourful, circular, balanced and symmetrical - which means what happens on one side also happens on the other side) Why do you think it's important that they are balanced and symmetrical?

3. Painting Mandalas (40 minutes)

- Tell the learners that they are now going to practice the ancient art of mandala and paint their own mandala.
- Hand out a pencil, paintbrush, pallet, and water container. Set-up a separate area with watercolor paints in various bright colours.
- Also hand out a piece of paper with an outline of a mandala circle drawn on it to each learner, such as the below example:



- Display the image of the monks working on a screen/ projector while the learners work. Ask learners to spend 5-10 minutes first drawing their pattern in pencil.
- Remind them to keep the mandala symmetrical by balancing both sides (if they add something on one side, make sure to also add it to the other side).
- Once they have finished their drawing, give learners about 20-25 minutes to paint in their mandalas.
- When the learners have finished explain to them that the purpose of the mandala is to reflect on nature and the universe.
- Give learners 5 minutes to clean-up their painting workspace.



4. Debrief – Reflection (15 Minutes)

- Have each learner pass their mandala to the learner on their left.
- Ask learners to reflect on the mandala they have been given. Tell them that they should do this in silence and that they should be looking at the art the entire time. This way they will get a glimpse at what it is like to be part of another culture by practicing looking at someone else's interpretation. If they wish they can write about their thoughts during the process, but the whole group should be silent and reflective during this time.
- After 5-10 minutes, ask if anyone would like to share with the group what they reflected on. Take 2-5 volunteers depending on how much time you have left.
- Thank learners for their participation and tell them you look forward to seeing them next time!





ARTS CURRICULUM

LESSON 8



Learning Objectives

By the end of the session, learners will be able to:

1. Understand the difference between verbal and non-verbal communication
2. Share their ideas and experiences with the group
3. Understand the value of sharing appreciation of others

Materials:

Ball of yarn, sticky tac

Steps:

1. The Humming Game – 20 minutes
2. Presentation of Mandalas – 30 minutes
3. Concentric Circles – 20 minutes
4. Debrief – Web of Appreciation – 20 minutes

1. The Humming Game (15 minutes)

- Explain that the objective of the game is for the whole group to help one player touch an object in the space (such as a desk, chair, or marker). The challenge of this game is that the player will not know what the object is and the group cannot speak, but they can direct them to the object only by humming more loudly or more softly.
- Explain that one player will leave the space. While that player is away, the rest of the group will decide which object in the space the player has to touch.
- Practice humming before the first player leaves the space.
- Conduct the humming for loudness and softness as you might conduct an orchestra.

Tip: You may want to tell players to hum a simple song that everyone knows, such as “Happy Birthday” or “Old MacDonald.”

- Ask players if they have any questions about the game.
- Ask for a volunteer player to go first.
- Direct that player to leave the space.
- Guide the group to decide on an object.

Tip: You could also include the challenge of having the chosen player perform a task (e.g., sitting in a chair, writing on the board, or picking up an object).

- Invite the volunteer player back into the space and have him or her stand in the center.
- Signal for the group to begin humming at medium volume.
- As the player walks around, the group should hum more loudly as the player gets closer to the object he or she is to touch, and more softly as the player gets farther away (it may take a while, especially on the first round).
- The game ends when the player successfully touches the chosen object or completes the challenge. You can do another round with a new volunteer if there is time.

Debrief - Ask:

- What happened during the game?
- How did it feel to guide people using only humming? How did it feel to be guided by the group's humming?
- What skills did you use during the game? (Non-verbal communication)
- How can you use these skills outside of the game?



90 mins

2. Presentation of Mandalas (30 minutes)

- Ask about 10 learners to volunteer to present their Mandalas to the rest of the class.
- Give each learner about 1-2 minutes to show the class their Mandala and to explain their inspiration and what it shows or reflects for them.
- After each learner has presented, ask the group to provide 1-2 'Kudos'.
- Ask participants if anyone has heard the word "kudos" before or knows what it means. Tell participants that kudos means "a praise for an achievement," "a compliment," or "an appreciation." Explain that 'Kudos' is an opportunity to offer a compliment to another member of the group.
- Once a learner has finished presenting, request volunteers to say something in praise of that learner's Mandala. For example, "Kudos to _____ for using complementary colours and very intricate detail."
- As each learner finishes presenting and has received at least 1 Kudos, collect their mandalas to be hung in the classroom.

3. Concentric Circles (20 minutes)

- Explain to learners they are going to play a game called Concentric Circles, in which they will share what they have learned about art and what they've experienced this term.
- Count the learners off by twos, so that half are 'ones' and half are 'twos'.
- Tell the 'ones' to sit in a tight circle in the middle of the room facing outward. Ask the 'twos' to each find a partner in the inner circle and face him or her in an outer circle.
- Explain that they have formed a circle within a circle, or concentric circles, facing each other.
- Assist any learners who are having trouble finding partners. You may need to be a partner if there are an odd number of learners.
- Explain the rules of Concentric Circles: When you ask a question the learners should have a short conversation with their partner about the question.
- Ask: What did you learn about painting this term that you didn't know before?
- Give learners a few minutes to answer and remind them to each take a turn sharing. Then ask for a few pairs to volunteer to share their answers with everyone. As learners respond, list their responses on the board.
- Now ask the learners sitting in the inside circle to get up and shift two people to their right, so they have a new partner.

- Ask: What was your favourite art activity we did this term? Why?
- Give learners a few minutes to answer and remind them to each take a turn sharing. Then ask for a few pairs to volunteer to share their answers with everyone. As learners respond, list their responses on the board.
- Now ask the learners sitting on the outside circle to get up and shift three people to their right, so they have a new partner.
- Ask: What was your favourite activity or game we did that wasn't an artwork? Why?
- Give learners a few minutes to answer and remind them to each take a turn sharing. Then ask for a few pairs to volunteer to share their answers with everyone. As learners respond, list their responses on the board.
- Now ask the learners sitting on the inside circle to get up and shift 1 person to their left, so they have a new partner.
- Ask: What would you like more or less of in our art classes together?
- Give learners a few minutes to answer and remind them to each take a turn sharing. Then ask for a few pairs to volunteer to share their answers with everyone. As learners respond, list their responses on the board.

4. Debrief – Web of Appreciation (20 Minutes)

- Explain to learners that they will create a web that connects everyone in the class.
- Demonstrate holding a ball of yarn and tossing the ball to a learner while keeping hold of the end of the yarn. Share something you appreciate about the learner.
- Explain that the learner with the ball will hold the yarn and toss the ball to another learner and share what he/she appreciates about that learner. That learner will toss the ball to a learner who is not yet holding yarn, continuing to hold their piece of yarn.
- Continue until all learners have participated and are holding yarn.
- Tell learner to take a focused pause to appreciate each other and the web of appreciation that connects them all.

Thank learners for their participation and tell them you look forward to seeing them next term!

TERM THREE

DOING &
BUILDING



INTRODUCTION

ARTS CURRICULUM

LESSON 1



Learning Objectives - by the end of the session, learners will be able to:

1. Understand the value of a shared vision for a group and a sense of team
2. Understand concepts of shape, patterns and sizes
3. Understand the concepts of reflecting, opposites and building patterns
4. Know how to create a large clay mandala

Materials

Clay (enough for each learner to have about 1 kilogram), two large sheets of plastic to cover desks/tables, bucket or sink to wash hands

Steps

1. Reflection Game – 15 minutes
2. True North – 20 minutes
3. Clay Mandala – 45 minutes
4. Debrief – 10 minutes



90 mins

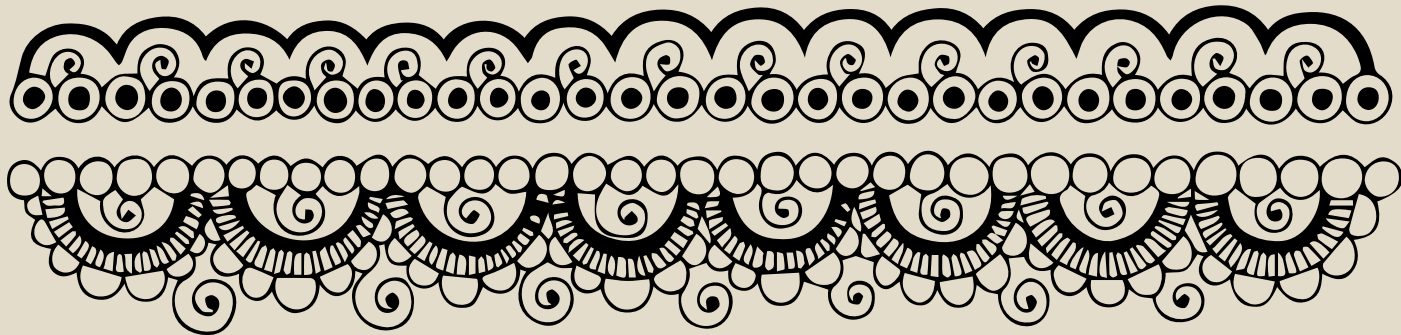
1. Reflection Game (15 minutes)

- Separate the large group into 4-6 small subgroups and explain the directions.
- This activity is like a quiz show. Ask each small group to come up with a “buzzer” noise for their team.
- Give the groups a minute to come up with a buzzer noise such as mooing, beeping, or yelling a word.
- Explain that you will read a question and then each group needs to work together to come up with one answer. When a group has an answer, they can make their “buzzer noise” and then you will call on that group. The first group to make their buzzer noise will be called on first.
- After they are done giving their answer for the question, other groups may buzz in as well.
- The catch is that a group may not repeat an answer that was given by a group who went before them. Explain that you will continue doing this until you’ve have read and they have answered all of the questions.

Questions

1. What did you learn last term?
2. What did you enjoy the most during the previous term?
3. What would you improve from last term?
4. What was surprising in the last term?
5. What are you most looking forward to this term?

***Record the answers of the learners to be used as evaluation data.**



2. True North (20 minutes)

- Explain that this activity is done in silence. Ask if everyone feels comfortable staying silent for this activity?
- Ask everyone to close their eyes. Once all eyes are closed, ask learners to think about which direction they think is north. At the count of three, ask them to point to the direction that they think is north. (Everyone may point in different directions).
- Now ask everyone to keep pointing and to open their eyes to see where everyone else is pointing. Remind them to stay silent.
- Ask the learners to find a group of 3 people (without speaking) who all agree on the direction of north, and to form an arrow together pointing in that direction.
- After all learners have joined a group of three, ask each group to join with another group to form a larger group of 6 learners and to form an arrow pointing in the direction they all agree is North. Once groups have formed, ask learners to raise their hand if they are happy with the direction their group is pointing. If any hands do not go up, explain that every group needs to come to a consensus (so they all agree). Remind them they cannot speak to each other, but can communicate in any other way. After 30-60 seconds, ask learners again to raise their hands if they are happy with the direction. Once everyone's hand is up, move to the last challenge.
- Lastly, explain that now the entire group needs to come together and agree on the direction they believe is north. They must come to an agreement and form one large arrow pointing in the direction they believe is north. Remind them that this must be done in silence.
- Once the whole group is making a large arrow ask learners to raise their hand if they are happy with the direction the group is pointing. If any hands do not go up, explain that every group needs to come to a consensus (so they all agree). Remind them they cannot speak to each other, but can communicate in any other way. After 30-60 seconds, ask learners again to raise their hands if they are happy with the direction. Once everyone's hand is up, they have completed the challenge!

Debrief Questions - Ask the group:

1. What did it feel like doing this activity in silence?
2. What does this activity tell us about the challenges in working as a group?
3. This term and next you'll often be working in groups. What have you learned about how to do that successfully?

3. Clay Mandala (45 minutes)

- Set-up two large tables in the room and cover tables with sheet of plastic.
- Divide the group into two smaller groups. Ask one group to stand or sit around one table, and the other group to stand or sit around the other.
- Give each learner a piece of clay about the size of their closed fist. Ask them to roll it into a 'snake' shape and then use the snakes to create a large circle (about 1 meter across) on their group's table.
- Using the leftover clay snakes, ask groups to find the centre of their circle and divide it into 8 triangle sections so it looks like a giant pizza.
- Explain that they are going to make a clay mandala, similar to the mandalas they made by themselves last term, but this time it will be a group effort.
- Show them how to make simple clay objects, for example: small balls, spaghetti, triangles, squares, pancakes, circles shapes, small bowls, etc.
- Explain that just like in the mandalas they studied last term, the purpose is to create a balanced and harmonious artwork, so whatever they put in one triangle must also go in the other 7.
- Show the learners the photos below to give them an idea of how it might look, and then give them time to work to fill up their whole mandala.
- You can give assistance or direction in what shapes to create if they are stuck on what to do. Remind them to keep the mandala symmetrical by adding the same elements to each of the 8 triangles.
- Allow some time to take pictures after completing the Mandala, and for learners to admire their work.

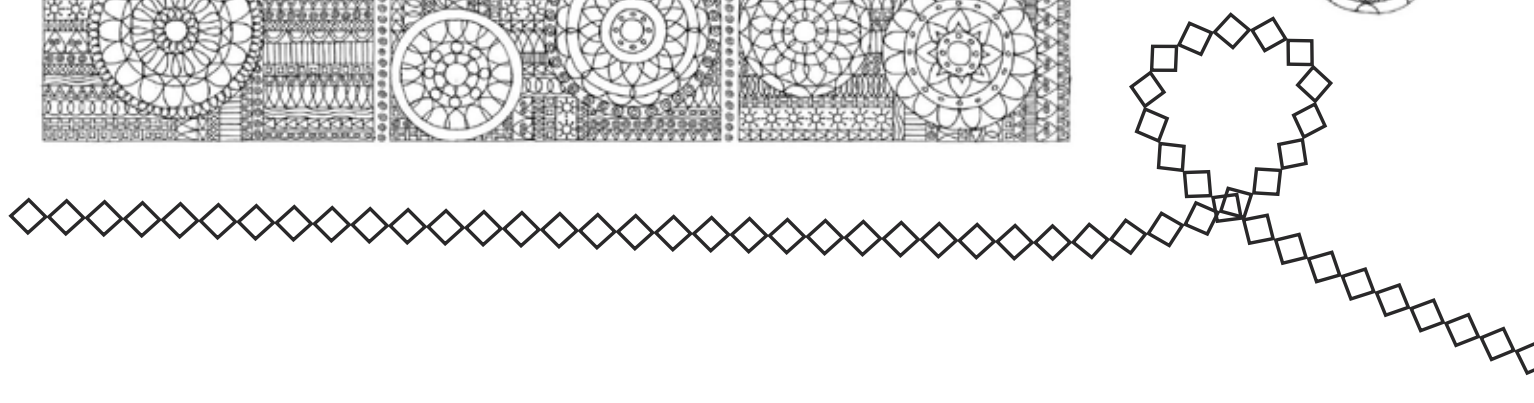
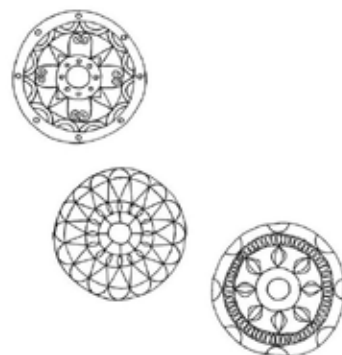
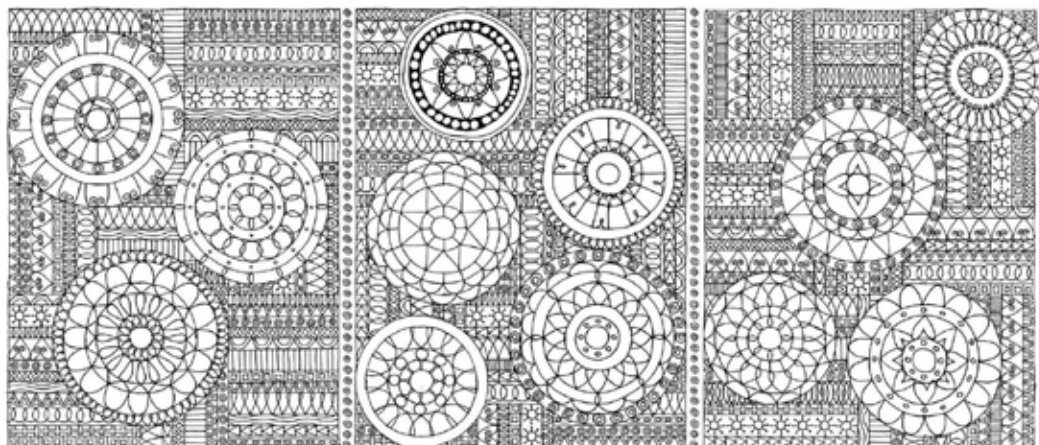


- Ask learners to pick the clay back up and mash it back into large blobs to be stored for the next lesson. Remind learners how the tibetan monks who spend weeks creating one sand mandala then destroy it immediately because they don't believe we should be attached to our physical achievements.
- Give learners a few minutes to clean up the tables (wipe off and fold up the plastic sheets, wash tables, chairs or anywhere else that clay may have gone) and to wash their hands off in a bucket of water or sink.

4. Debrief – Word Whip (10 Minutes)

- Ask learners to sit in a circle, and explain that you're going to do a 'word whip', where everyone has the chance to answer a question, but they must try to answer with only ONE word. Ask the learners: How did it feel to destroy the mandala at the end? After one learner answers first, move to the person to their right, and continue around the circle until everyone has had a chance to answer. Remind them to answer with just one word.
- Then, ask learners this question: What do you like about working as a group? Again, once one learner has answered, move to the person to their left, and continue around the circle until everyone has had a chance to answer. Remind them to answer with just one word.

Thank the learners for their participation and tell them you look forward to seeing them time!



ARTS CURRICULUM

LESSON 2



Learning Objectives - by the end of the session, learners will be able to:

1. Work with clay as a new medium
2. Cope with unforeseen circumstances
3. Understand how to identify feelings behind anger
4. Understand how to manage anger and the feelings behind anger

Materials

Clay (enough for each learner to have about 1 kilogram), two large sheets of plastic to cover desks/tables, bucket or sink to wash hands, photo references of snakes, snails and birds

Steps

1. Playing with Clay – 30 minutes
2. Clay destroying reflection – 15 minutes
3. What's Behind the Angry Mask? – 35 minutes
4. Anger Management Debrief – 15 minutes

 **90 mins**

1. Playing with Clay (30 minutes)

Clay is a medium for sculpture that allows an artist to create 3D objects in space. Children learn to use clay according to its nature: They can change its shape by pressing it into new shapes; it is patient and flexible if we do not stress the clay with too much pressure; soft pushing and dragging and pulling creates new shapes; taking little pieces of clay and piecing them together is an activity like drawing.

Shape 1 - Explain how to make a snake:

1. Roll one long thin piece
2. Thin and round off the tailpiece
3. Wind the body of the snake
4. Make the head thicker by pushing clay back towards the snake's body
5. Flatten the head and make a slight triangle shape for the top of the head

Shape 2 - Explain how to make a snail:

1. Roll one round, long, semi-thin piece
2. Flatten long piece slightly
3. Round the piece into a coil – leaving a small piece out at the end for the head
4. Pull a small piece from the coil to make the tail
5. Shape the head and make antennas



CLAY PLAY!



Shape 3 - Explain how to make a bird, nest and egg:

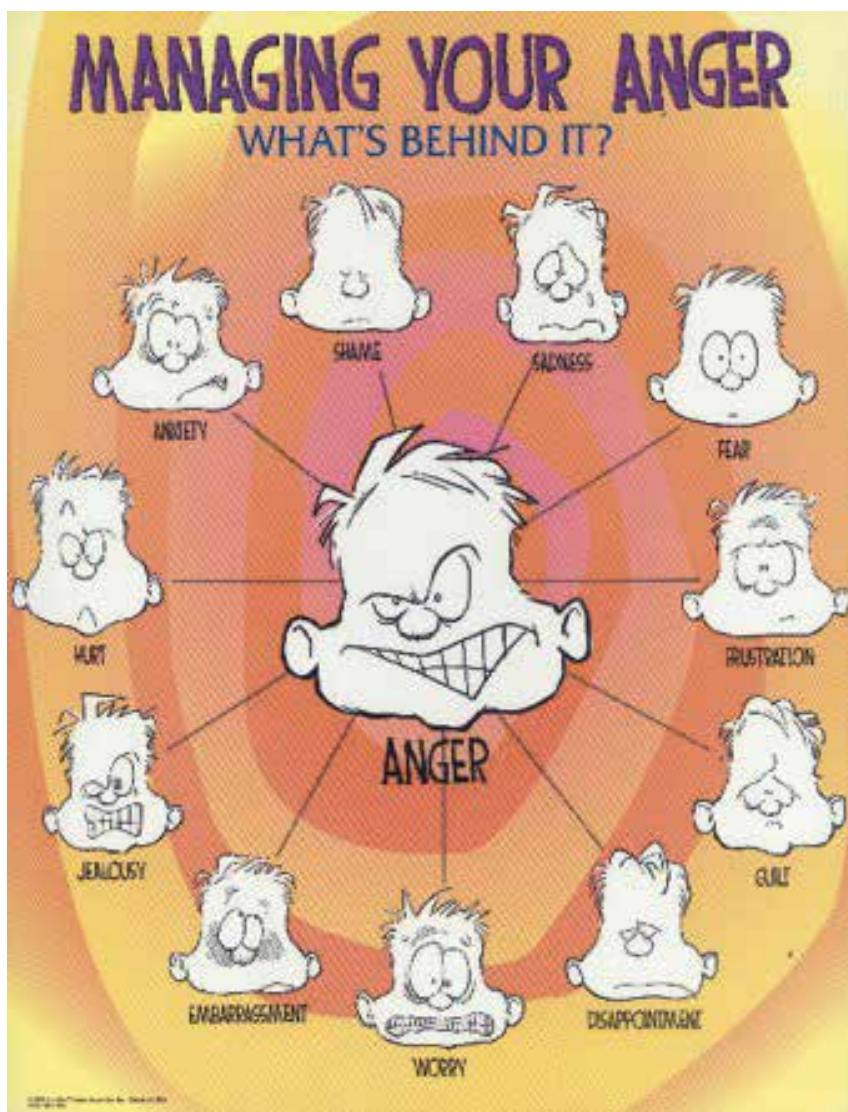
1. Ask learners to shape a ball the size of their hand so it can hide between their palms.
2. With gentle pressure from outside they shape a ball. Allow plenty of time.
3. Then ask them to pass on their ball to the left twice and then back again.
4. Explore the other balls and find they are of different temperature, size, weight, surface. Each ball is unique as every human being is unique. Keep the atmosphere during this exercise meditative and quiet.
5. For the next step ask learners to pull the ball in one direction gently until they have an egg shape. Most animal and human life starts growing from an egg.
6. Now you will press gently 3cm from the more narrow part of the egg to indent for the neck of a bird.
7. With two fingers you pull out the beak, which can be a very different shape. Think of spoonbills and sunbirds and seagulls and weaver birds.
8. Then you will shape the tail the same way but with more clay on the opposite side of the "egg".
9. Press from the sides to shape the idea of wings and maybe you want to pull clay to form legs and feet.
10. Be aware that clay will not carry the bodyweight on little thin legs. Leave some clay to support the legs.

Shape 4 - Explain how to make a nest:

1. Every bird needs a home, a nest. Shape a nest like a pinch pot.
2. Start with the ball again and press then from the top gently to open a space in the middle slowly pinching it into the shape of a nest.

Destroying clay:

1. Explain to learners that now they are going to take their snake, snail, bird and nest and squish them back together into one big piece of clay to return to the communal pot of clay to use next time.
2. Stress that clay is earth and everything that is natural one day returns to the earth.



Source: <https://www.creativetherapystore.com/Anger-Control-Therapeutic-Games-and-Resources/Poster/TCA-2>

Ask learners about each of the feelings and to come up with examples of situations in which those feelings arise. Ask: why do you think people might mask their feelings? (Potential answers: because they don't understand what they are feeling, don't know how to show the feeling, or don't want people to know how they feel, people may be worried about embarrassing themselves by showing the underlying feelings, when actually, having a big angry fit is even more embarrassing, and is more likely to make others want to keep their distance from you.)

After the discussion, ask learners to work with their partners (from the previous exercise – handshake partners) to think of some scenarios they know when someone has been hiding behind an angry mask to hide their underlying feelings. Pairs should then choose their own scenario and feeling to represent in clay. Give each pair of learners a chunk of clay and ask them to work together to create two masks: one angry mask and one mask that shows the underlying feeling they have come up with. Tell them to recall their face drawing lesson from Term 1 and to begin by creating an oval or egg shape for the face, then to add eyes, nose, mouth, eyebrows, etc. Show them the picture above as a reference for how different (for example: angry, worried, jealous) faces look.

Give them about 15-20 minutes to create their masks, and then ask for 2-3 pairs to present their clay masks to the group to explain why they chose the emotion behind the angry mask. They may also share any stories they have to illustrate that emotion.

4. Anger Management

1. How can we manage our anger or other uncomfortable negative feelings?
2. Ask learners for their own ideas and write them on a board or large piece of paper.
3. If they don't come up with some of the techniques below, you may also suggest some of these.

NEGATIVE EMOTION MANAGEMENT TECHNIQUES:

- **Take a deep breath:** Stress often causes us to breathe shallowly, and this almost always causes more stress! Try taking a minute to slow down and breathe deeply.
- **Talk it out:** Keeping feelings inside can increase stress. Sharing your feelings with a friend, family, member, or teacher can help you see your problem in a new way. Even if it is slightly embarrassing, asking for help soon after a problem occurs may help you avoid serious problems later. Writing down thoughts and feelings can also help clarify the situation and give you a new perspective.
- **Take a 'minute' vacation:** You cannot always run away, but you can dream. Take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including pleasant sounds, smells and temperature.
- **Pay attention to physical comfort:** Be as physically comfortable as the situation will allow. Wear comfortable clothing. If it's too hot, so somewhere where it's not. If your chair is uncomfortable, move. Do not wait until your discomfort turns into a real problem.
- **Get physical:** When you feel nervous, angry or upset, release the pressure through exercise or physical activity. Try to find something you enjoy and make regular time for it. This can be anything from playing a game with friends to doing some regular physical work that you like doing. Running, walking or dancing can be done anywhere. Cleaning or playing with younger kids can relieve stress, relax you, and energize you!
- **Take care of your body:** Healthy eating and adequate sleep fuels your mind as well as your body. Avoid eating too much caffeine and sugar. Well-nourished bodies are better able to cope with stress, so eat well.
- **Laugh:** Maintain your sense of humor, including the ability to laugh at yourself. Share jokes and funny stories with your friends. Laughter is good for you!
- **Consider cooperation or compromise rather than confrontation.** It may reduce the strain and help everyone feel more comfortable.
- **Have a good cry:** Big boys and girls do cry. A good cry during stressful times can be a healthy way to bring relief to your stress, and may prevent a headache or other physical consequences of stress. However, crying daily can be a sign of depression.
- **Ask yourself if this will matter ten years from now?** Chances are you will see things from a calmer perspective.
- **Tell yourself "it's frustrating, and it's understandable that I'm upset about it,"** but it's not the end of the world and getting angry is not going to fix anything.
- **Try counting one to ten before saying anything.** This may not address the anger directly, but it can minimize the damage in between each number. Deep breathing helps people relax.
- **Imagine a relaxing experience.** Close your eyes, and travel there in your mind. Make it your anger-free place.
- **Give yourself time and space alone.** Physically move away from situations that make you angry. This can relax your muscles and help you feel much calmer.

Debrief Questions - Ask:

Has anyone ever tried one or more of these? Which ones do you like most/which ones work best for you?

Whip: Ask learners to sit in a circle, and explain that you're going to do a 'word whip', where everyone has the chance to answer a question. Ask the learners: What is one technique that you're going to try out? After one learner answers first, move to the person to their right, and continue around the circle until everyone has had a chance to answer.

ARTS CURRICULUM

LESSON 3

Learning Objectives - by the end of the session, learners will be able to:

1. Understand why the rhino is endangered and why it's important to protect from cruelty and extinction
2. Think about how their opinions on global and local issues may differ from their peers
3. Know how to use a piece of clay to form a four-legged animal such as a rhino

Materials

Clay (enough for each learner to have about 1 kilogram), two large sheets of plastic to cover desks/tables, bucket or sink to wash hands

Steps

1. Issues Bus – 20 minutes
2. Rhinos – 20 minutes
3. Clay rhinos – 40 minutes
4. Debrief – Pair & Share - 10 minutes



90 mins

1. Issues Bus (20 minutes)

Set-Up: learners stand in straight line, one behind another, with facilitator standing at the front of the line

Objective: Learners have to choose which side of the bus they want to jump to based on the labels given to each side

- Explain that this game is an opportunity for learners to find out what pulls at their heartstrings and for them to relate personally to global and local issues.
- Ask everyone to get into a straight line, one person behind the other, facing you.
- When everyone is standing in this straight line, explain that they have all magically boarded the 'Issues Bus' and that what's going to happen now is that this bus is going to start driving down the highway. Unfortunately, due to all the issues in the world, this bus encounters a lot of potholes and bumps, so it has a tendency to crash. Every time the bus crashes, they are going to have a split second to decide which side of the bus they're going to jump out of – but they have to decide quickly because the bus is crashing and they can't stay on the bus! There is going to be an issue or label assigned to each side of the highway, and they are going to use those labels to decide which side they're going to jump to.
- For example, you may say the right side is chocolate and the left side is vanilla. When the bus crashes, the learners have to choose which side they want to jump to and be able to explain their answer afterward.
- When you're ready to begin explain that when they hear 'CRASH' you will tell them the labels for each side and they must decide within 2 seconds.
- After each round, ask 1-2 learners why they chose the side they did. Then ask 1-2 learners from the other side for their reasons. This gives the chance to have a short debate about the issues and the learners reasons for choosing one over the other.

- Remind them to be respectful of other learners opinions and experiences.
- Labels (you may also make up your own that are relevant to the community you are working in):

1. Cats / Dogs
2. City / Countryside
3. Spending time with friends / Spending time with family
4. Donating money to a cause / volunteering to benefit a cause
5. Caring for a baby / caring for the mother
6. Would you rather be a boy in society / girl in society
7. Ending pollution / stopping global warming
8. Access to clean water for everyone / access to enough food for everyone
9. Finding a cure for cancer / finding a cure for HIV/AIDS
10. Save Rhinos from extinction/ Save Polar Bears from extinction

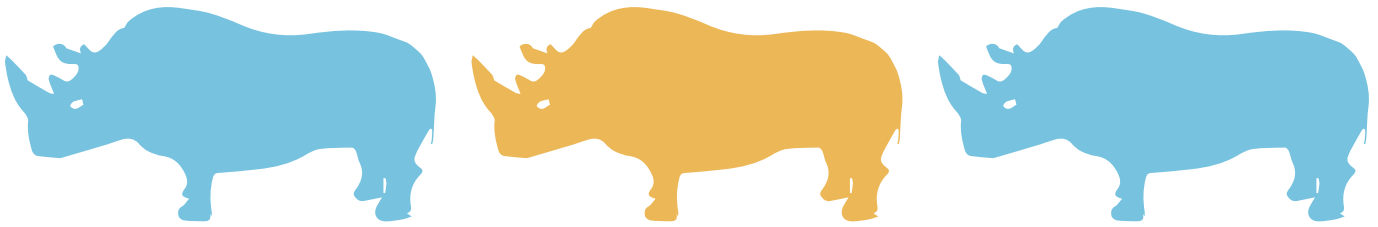
Debrief Questions:

1. What was hard about this activity?
2. What question was the hardest for you to answer? Why?



RHINO'S RHINO'S

- Show learners a R10 note and ask what they see there (Rhinos!)
 - Ask learners: What do you know about rhinos?
 - List any facts or information they come up with on the board or a large piece of paper
 - Explain that these animals are targeted for their horns because some cultures believe they have medicinal and traditional purposes. However we should not be targeting them and should be saving their lives, because they are an important part of their ecosystem and food chain.
 - Place pieces of A4 paper around the room, each with one of the following facts about Rhinos:
1. **There are five different species of rhinoceros:** Three are from southern Asia and two are from Africa. They are the Black Rhinoceros, White Rhinoceros, Indian Rhinoceros, Javan Rhinoceros and Sumatran Rhinoceros.
 2. **The name rhinoceros means 'nose horn' and is often shortened to rhino:** It comes from the Greek words rhino (nose) and ceros (horn).
 3. **White rhinoceros are the second largest land mammal:** The white rhino is the largest rhino species and can weigh over 3500 kg (7700 lb) and is the largest land mammal after the elephant. Elephants can grow to be 7,000 kg (15,000 lb)
 4. **Three of the five rhinoceros species are listed as being critically endangered:** The Black Rhinoceros, Javan Rhinoceros and Sumatran Rhinoceros are all Critically Endangered which means they have 50% chance of becoming extinct in three generations.
 5. **Rhinoceros horns are made from a protein called keratin, the same substance that fingernails and hair are made of:** The rhino's horn is not bone and is not attached to its skull; it is also not hollow like elephant tusks. It is actually a compacted mass of hairs that continues to grow throughout the animal's lifetime, just like our own hair and nails. The longest known on a black rhino was 4 feet 9 inches long (they average about 20 inches in length on the black rhino).
 6. **Some rhinos use their teeth – not their horns – for defence:** When a greater one-horned rhino is threatened it slashes and gouges with its long, sharp incisors and canine teeth of its lower jaw.
 7. **Rhinoceros are herbivores (plant eaters):** They have to eat a lot to fill their large bodies.
 8. **Despite their name, White and Black Rhinoceros are actually gray:** The white rhino's name is taken from the Afrikaans word "weit," which means "wide" and describes its mouth. Early English settlers in South Africa misinterpreted the "weit" for "white". Black rhinos probably got their name from the dark wet mud in their wallows that made them appear black in colour. Both species are essentially gray in colour.
 9. **Rhinos are speed machines:** They can run up to 30 – 40 miles per hour; the fastest human can run 15 miles an hour, so finding a tree to climb is a better strategy than trying to outrun a rhino!
 10. **Rhino pregnancies last forever:** Or at least it might feel like it, they are pregnant for 15-16 months! Mother rhinos are very nurturing. The young stay with them until they are approximately 3 years old.
 11. **Rhinos have poor eyesight, but very well-developed senses of smell and hearing:** A rhino has difficulty detecting someone standing only a hundred feet away if the individual remains still. However, if the person makes the faintest sound or the rhino is able to smell the person, it will easily detect him, even at much greater distances. The olfactory portion is the largest area of the rhino's brain.
 12. **African rhinos are a good 'home' for oxpeckers:** The oxpecker eats ticks and other insects that it finds on the rhino, and creates a commotion when it senses danger. This helps alert the rhino.



13. Rhino's communicate by doing a poo: Rhinos use piles of dung to leave "messages" for other rhinos. Each rhino's smell is unique and identifies its owner. It can also tell a rhino if the other rhino is young/old/male or female. They also tell other rhinos that this is their territory.

14. Rhinos have been around for over 50 million years: They haven't changed much since prehistoric times (though of course they tended to be a lot woollier back then!) Some of the first rhinos didn't have horns and once roamed throughout North America and Europe. No rhino species have ever inhabited the South American or Australian continents.

15. Rhino horn is used in traditional Asian medicine: Powdered rhino horn is commonly used to reduce heat from the body for things like fever; it is wrongly believed to have detoxifying qualities.

- Count off the learners so that 2-3 are assigned to each paper/fact and ask them to go stand by the one they are assigned to.
- Tell learners they have one minute to read and memorize their fact.
- After one minute, explain that when you yell 'Mingle!' they must go speak to as many learners in the group as they can, to share their fact.
- .
- Give learners about 10 minutes to mingle and share their facts with the rest of the group.

3. Clay Rhinos (40 Minutes)

- Cover the tables/desks in large plastic sheets to protect them.
- Give each learner a chunk of clay (enough to form a large enough ball to fill their cupped hands)
- Explain that the clay rhinos the learners are making are going to represent those that have been targeted for their horns, so they are going to make hornless rhinos.

Explain how to make a rhino from clay:

1. Use the basic start of ball and egg (just like last week when they made birds)

2. Then press a cross into the bottom half of the egg to part the clay for the four legs
3. Pull the legs out and form them to the proper shape (you can show the photos of rhinos below as references)
4. Pull some clay out from the front of the egg shape to form the face.
5. Pull out a bit of clay to form the ears on top of the head and a short tail out the bottom end.
6. Lastly, use a pencil or small clay tool to indent two eyes and a mouth and nose.
7. Once all of the clay rhinos are finished, set them aside somewhere safe in the classroom, and explain to the learners that next class when the clay has dried they can paint them, using a bit of red on the nose where the horn should be.

4. Debrief – Pair & Share (15 minutes)

- Ask learners to find one of their handshake partners (for example: coca-cola) and ask them to discuss with each other this question: 'Why do you think it's important to try to save the Rhino?'
- After they have had a few minutes to answer, ask each pair to join another pair, making groups of 4 learners. Ask them to share their answers within this group of 4.

Thank the learners for their participation and tell them you look forward to seeing them time!



ARTS CURRICULUM

LESSON 4

Learning Objectives -
by the end of the session, learners will be able to:

1. Identify what makes them comfortable, what makes them grow and what makes them panic
2. Understand that they can leave things behind that don't serve them
3. Know how to use recycled materials to create an object that can fly

Materials

Recycled objects (for example: toilet paper rolls, newspaper, wire, plastic bottles, sticks, newspaper or magazines), glue, scissors, tape, masking tape or long rope (5-6 meters)

Steps

1. Growth Mountain – 20 minutes
2. Leaving behind and flying to – 20 minutes
3. Building things that fly – 40 minutes
4. Debrief – Presenting - 10 minutes

**90 mins****1. Growth Mountain (20 minutes)**

- Draw the above diagram on the board or a large piece of paper on the wall, and use tape or rope to create the same shape on the floor (large and long enough that all the learners can stand by it comfortably).
- Explain that this is called 'Growth Mountain' and it is a model that helps you see how you're growing or not growing.
- There are three places you can be on in this mountain: relaxation ridge, growth peak, and panic cliff. Depending on what you're doing, you'll usually end up somewhere on this mountain.
- When you're on relaxation ridge, you're doing something that's easy and relaxing for you, like maybe, watching a movie with friends. Ask learners: What are some things you do everyday that put you on relaxation ridge?
- When you're on growth peak, you're doing something that challenges you to grow. Ask learners: What are some examples of things you do that would put you on growth peak?
- When you're on panic cliff, you're doing something that pushes you too far past your comfort zone or growth zone so that you're freaking out and panicking. Ask learners: What do you do that makes you feel like you're on panic cliff? Allow for 3-5 learners to answer.
- Ask learners to get up and stand somewhere near the Growth Mountain that you have laid out on the floor.
- Let learners know that the next part of this activity is best done in silence: it's a good way to show respect and to keep a reflective mode to make it more meaningful for everyone.
- Explain that you are going to go through some prompts (activities or situations), and learners should place themselves on the mountain where they feel that activity or situation puts them.
- (Encourage them to be as honest as possible so they can get the most out of this activity)

Note: Below are some good prompts to start off with, but feel free to add more prompts that are relevant to the learners, or ask the learners to put out their own prompts.

- After each prompt say: Notice where you've placed yourself. Notice who is around you. Notice who is not around you. Notice how this makes you feel. Remind them to do the activity in silence, not speaking to each other or commenting on where others are putting themselves.



PROMPTS

- o Taking a math test
- o Making new friends
- o Eating vegetables
- o Living in Walmer
- o Painting or Drawing
- o Being on time
- o Swimming
- o Playing Sports
- o Writing an essay
- o Climbing a mountain
- o Building something with your hands
- o Finishing homework on time
- o Reading a map
- o Learning a new language

Debrief Questions:

1. What did you think of this activity?
2. Which was one the hardest to decide where to stand?
3. Was there anything that you noticed that was surprising or interesting about how people answered?

2. Leaving behind and flying to (20 minutes)

- Ask learners to think about what they just learned about themselves. What makes them comfortable and what you pushes them? What are their strengths? What challenges them?
- Ask learners to find one of their handshake partners (for example: lumberjack partner) and to do their handshake.
- Once everyone is in pairs, ask them to join together with another pair so they are in small groups of 4 learners. Ask them to find a place to sit facing the others in their group somewhere in the room.
- Once everyone is in small groups and facing each other, explain that they are going to ask each other a question and they'll have a few minutes each to answer. Now ask learners to imagine they are standing on the peak of Growth Mountain, looking down at relaxation ridge and panic cliff. Ask them to think about what things they see that they would like to leave behind forever.
- The question they will ask each other is: If you could leave anything in your life behind, what would you choose? They can think of things they don't like, things they feel comfortable without, things that make them uncomfortable. It could be anything: a place, an object, a person, a feeling.
- After 2 minutes, remind learners to switch who is answering in the group so everyone gets a chance to speak.
- After another couple of minutes, ask if anyone wants to share with the whole group what their answer was. Allow time for 3-4 learners to share with the whole group.
- Now ask learners to imagine they are still standing at the peak of growth mountain, but now they have grown a pair of wings and they have the ability to jump off and fly anywhere they want.
- Explain that they will again ask each other a question in their small groups. The question they will ask each other is: If you could fly to anywhere or anything, what would you choose? It could be a place or a time (in the past or future).
- After 2 minutes, remind learners to switch who is answering in the group so everyone gets a chance to speak.
- After another couple of minutes, ask if anyone wants to share with the whole group what their answer was. Allow time for 3-4 learners to share with the whole group.

3. Building things that fly (40 minutes)

- Lay-out in one area of the room all of the recycled materials that you have gathered for this project.
- Explain that they are now going to have the chance to create their own flying machine, which will help them fly to the time or place they just talked about.
- Hand out a piece of A4 paper and a pencil to each learner, and tell them they can first take 15 minutes to think about and draw a sketch of what they want to build and how they want to build it. They should think about which materials they have available, and how they are going to put them together. The goal is to create an object that can fly once it's done.
- Show learners the examples below to give them some inspiration, but remind them they can be as creative and innovative as they'd like! These are all types of airplanes, but learners can create anything.
- After 15 minutes, tell the learners they can start choosing their materials and crafting their flying objects.
- Give learners 20-25 minutes to work on their flying objects, and then a few minutes to clean-up.

4. Debrief – Marketplace (10 minutes)

- Ask learners to set their flying objects on their desk, and to spend a few minutes circulating around the room to see what the other learners have been creating.
- After they've had a chance to see everyone else's objects, ask them to sit down and then ask: did you see anything you'd like to incorporate into your own flying object?
- Explain to learners that they will have time next time to finish their flying objects and to paint them.
- Thank the learners for their participation and tell them you look forward to seeing them time!



LESSON 5

Learning Objectives - by the end of the session, learners will be able to:

1. Work through a team communication challenge to complete a goal
2. Know how to use recycled materials to create an object that can fly
3. Understand that their dreams for themselves are important and should be celebrated

Materials

Hoola hoops (1 per every 5-6 learners), Recycled objects (for example: toilet paper rolls, newspaper, wire, plastic bottles, sticks, newspaper or magazines), glue, scissors, tape, acrylic paint (in 8-10 colours), paintbrushes, small pieces of white or colourful paper (the same size as origami paper – about 10x10cm), string, hole punch or pens/pencils, strong wire strung up on the ceiling in long lines from one end of the room to the other, narrow wire cut into pieces of about 45-50cm each.

Steps

1. Hoolium – 20 minutes
2. Building things that fly (continued) 30 minutes
3. Let my dreams fly – 30 minutes
4. Debrief – 10 minutes



90 mins

1. Hoolium (20 minutes)

Materials: 1 Hula Hoop per group (about 5-6 learners per group)

- Divide the learners into groups of 5-6.
- Start by having each group stand in a circle.
- Have everyone tuck their thumbs into their palms, and surround their thumbs with all other finger except the index finger.
- This should make their hands look like they are pointing forward.
- To be in ready position they will have their hands in this position and parallel to the ground.
- As soon as the whole group is ready, you place the hula hoop on everyone's fingers.
- Explain that the objective is to bring the hula hoop completely to the ground as a group, without anyone's fingers ever coming off the hula hoop.
- Explain the rules are as follows: You can not let go of the hula hoop at any time, if you do the group must restart. You can not grab the hula hoop with your fingers, they must stay below the hula hoop.
- If learners are successful you can encourage them to do it silently, and silently with their eyes closed.

Debrief – Ask:

- Did you find this activity challenging? Why or why not?



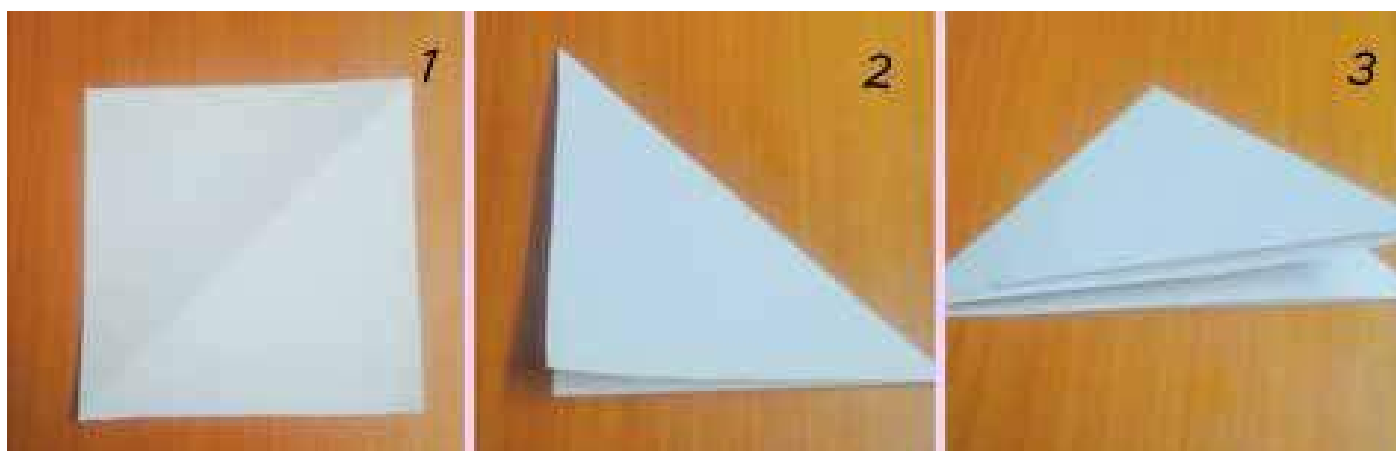


2. Building things that fly (continued) (30 minutes)

- Lay-out to the recycled materials from last session, along with tape, glue, scissors and acrylic paints and paintbrushes.
- Explain to learners that they will now have a chance to finish their flying objects, and to paint them with any colours they'd like. Show them where to find all of the materials.
- Give learners about 20-25 minutes to finish their flying objects, and then set them aside to dry.
- Ask learners to spend a few minutes cleaning up any paint or materials.

3. Let my dreams fly (30 minutes)

- Hand out 5 small pieces of white or colourful paper (the same size as origami paper – about 10x10cm) to each learner.
- Explain to learners that they will now think of what their biggest dreams are, and will write their dreams down on the papers you've handed out. They should only write one dream on each piece of paper.
- They can write any dreams they have, whether 'big' or 'small' and if they have more than 5 tell them they may have more papers to write more dreams.
- Once they have finished writing a dream, they can fold up the piece of paper into a triangle (see instructions below):



- Explain that they are now going to find a way to attach their dreams to their flying objects, in order to let their dreams fly!
- They may use tape, glue, or string to attach them, or if their object has an inside they may just place their dreams inside.
- Once their flying objects are dry, and their dreams have been affixed explain that everyone is going to get a piece of flexible wire to attach their flying object/dreams to the long line of wires going across the ceiling of the room.
- This will beautify the room, as the learners will combine their flying objects to create a whole room full of beautiful flying dreams!
- Help learners to attach their wires and to hand the flying objects around the room. If time runs out, they can be done after class.

4. Debrief – Appreciation (10 Minutes)

- Once the flying objects are hanging (or atleast most of them are), ask learners to have a look and to reflect on what they see. Ask: Which flying objects stand out to you and why? How does this display of all of your artwork make you feel?

Thank learners for their participation and tell them you look forward to seeing them next term!

ARTS CURRICULUM

LESSON 6

Learning Objectives - by the end of the session, learners will be able to:

1. Work through a community challenge as a large group
2. Know how to use old materials to create new artwork
3. Understand why conserving nature and not being wasteful is important

Materials

Cardboxes, old newspapers, strings, wires, bottle tops, cans, 1.5 litre bottles, small canvases for every 2 learners, scissors, glue

Steps

1. Game of Life – 20 minutes
2. Recycling and upcycling – 15 minutes
3. Upcycled artworks – 45 minutes
4. Debrief – 10 minutes



90 mins

1. Game of Life (20 minutes)

Space Required: This activity requires enough space for learners to run around freely, as well as enough space for learners to sit in a circle to debrief.

Set-up: If the activity space is large you may wish to create a “playing zone” by marking the floor with tape or pylons.

- The objective of this activity is for learners to consider how they work in groups, how they listen to each other, the choices they make as individuals, and how those choices affect others.
- Ask all learners to stand inside the playing area (taped area, or space in room).
- Instruct learners to raise their right hand and point their index fingers to the sky. Tell them that this will be their “sword”.
- Ask learners to place their left hands behind their backs with the palm facing out. Tell them that this is their “heart”.
- In the first round tell the learners: “The objective of the game is for you to stay in the game of life! Go!” (allow them to start to play).
- After they have eliminated all but one player, start the second round.
- In the second round tell learners: “The objective of the game is for you to stay in the game of life! Go!” (allow them to start to play)
- After they have eliminated all but one player, start the third round.
- In the third round tell the learners: “The objective of the game is for everyone to stay in the game of life! Go!” (allow them to start to play)
- After they have eliminated all but one player, and if they have not “figured out the trick” to keep everyone alive yet, start the last round.
- In the last round tell the learners: “The objective is for everyone to stay in the game of life! Go!”

Learners must follow these rules:

- If you step out of the playing field you are out (either the taped area, or a designated area in a space).
- If you stab someone in the heart they are out.
- ‘Hearts’ may not be covered on purpose.

Debrief Questions:

The debrief for this activity is largely determined by whether or not the participants were able to keep the entire group alive.

1. What happened?
2. How did you stay alive?
3. To those of you who managed to stay alive the longest, what was your strategy? Why did you feel you needed to kill others?
4. Do you feel that in order for you to be successful in life, others have to be unsuccessful?

2. Recycling and upcycling (15 minutes)

- **Ask learners:** What do you like about your community? What happens to the waste/things that people throw away in your community?
- **Ask learners:** What is recycling? Recycling means to change waste into reusable material. Recycling is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. Recycling can benefit the community and the environment.
- **Ask:** Why do you think recycling is helpful?
- Write the following on the board, leaving space under each for a short list:
 - Tires
 - Paper
 - Plastic drink bottles
- Ask learners whether they and their families recycle any of these items? Then ask them to list some of the items that are made from these objects once they are recycled.
- Ask: What is upcycling? Upcycling, also known as creative reuse, is the process of transforming waste, useless, or unwanted products into new materials or products of better quality or for better environmental value.
- Upcycling is the opposite of downcycling, which is the other half of the recycling process. Downcycling involves converting materials and products into new materials of lesser quality. Most recycling involves converting or extracting useful materials from a product and creating a different product or material.
- Explain that many artists use upcycling to create artwork and crafts. Show the following examples of upcycled art, and after each one ask what materials the learners can spot in the artworks:
- Lastly, explain that even some famous fine artists use upcycling to create their artworks. Show them these pieces from Louise Nevelson and Robert Rauschenberg:
- Ask learners what recognizable objects they can see in each artwork that has been upcycled. Identification is harder with the Nevelson, but tell students that she worked entirely in wood and painted the objects gold after she was done. Given that information, what kinds of things might be included?



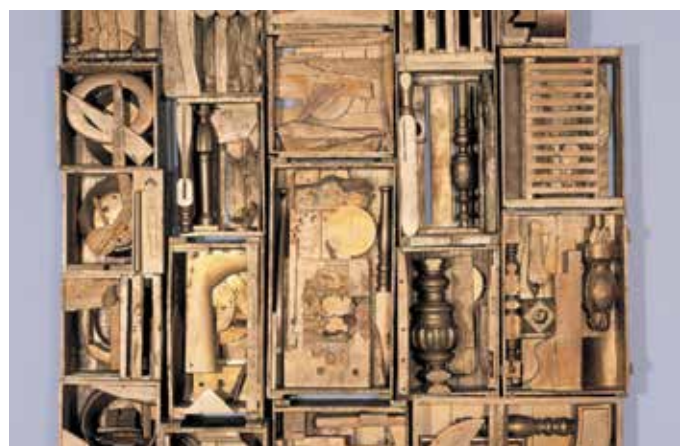
Plastic Bag upcycling



Bike Chain upcycling



Button upcycling



Louise Nevelson

3. Upcycled Art (50 minutes)

- Print out copies of all of the upcycled artwork photos above and place them up on the walls around the room as inspiration.
- Set-up a common area in the room where all of the recycled materials will be, and explain to learners that they can use anything they find there, but they must share with the rest of the group. Ask learners to find one of their handshake partners (for example: lumberjack) and to do their handshake, and then to sit together.
- Handout a small canvas to pair of learners and explain that they may use that as a base if they'd like, or they can build a sculpture that stands on its own.
- Now show learners the recycled and found objects you have accumulated and brought into the classroom.
- Explain that working in pairs, students must create works of art using a minimum of three objects. They can choose whether to make a useful piece of folk art, or a more fanciful piece of art, like those of Nevelson and Rauschenberg.
- Give learners about 10 minutes to plan what they want to create, and then encourage them to move onto the building stage.
- After about 30 minutes, ask pairs to wrap up their artwork for now, and then ask them to discuss the following reflection questions about how they went about creating their artwork.



Reflection Questions

(These questions can be written up on the board, or can be printed out as handout if you'd like learners to write their answers down):

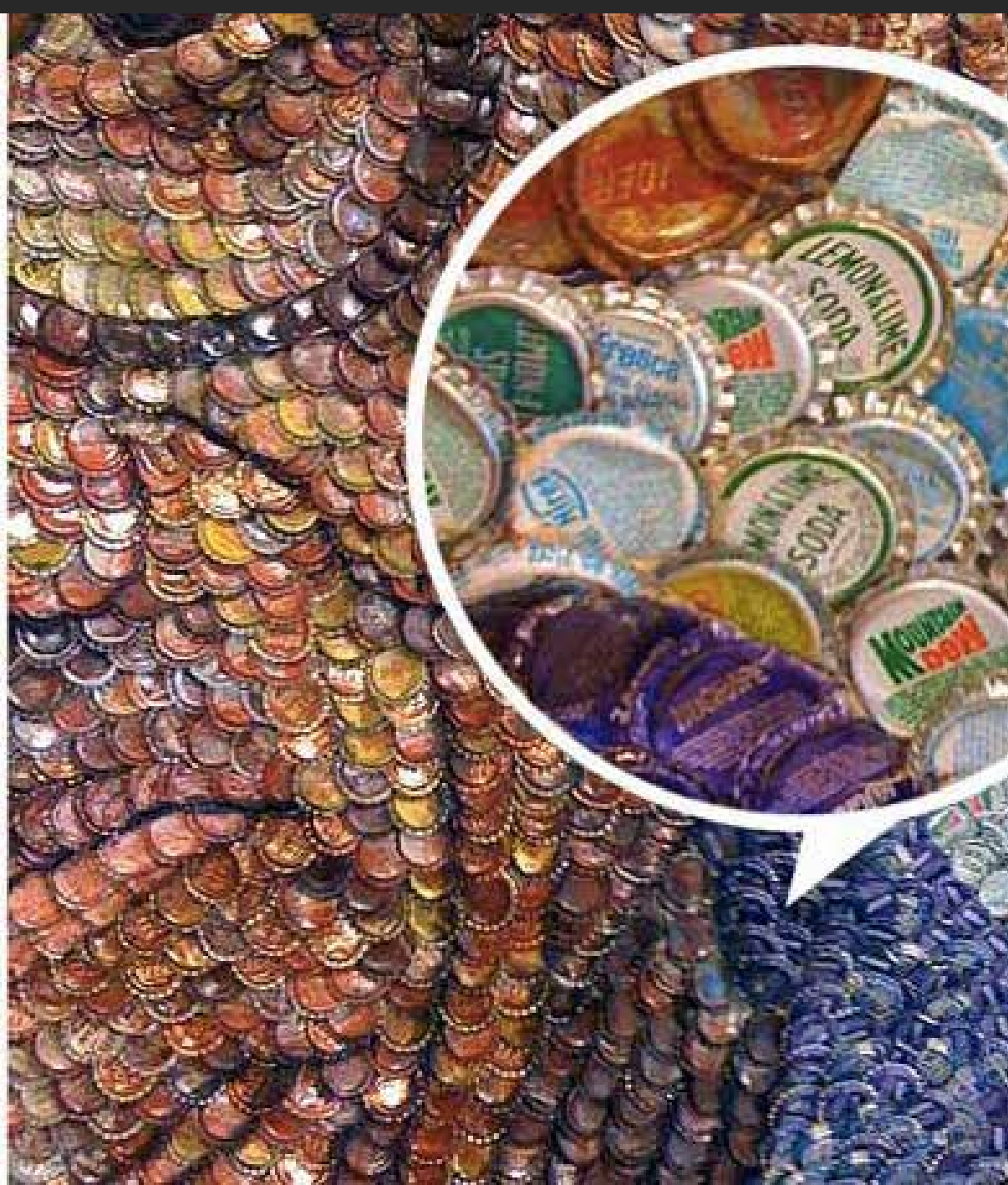
How did your group choose the objects it used to create the artwork?

1. Did you have a goal for what you were making, or did it unfold as you worked?
2. What do you think are the one or two most important features of your artwork? Consider such things as color, shapes, patterns, and usefulness.
3. How did your group work together?

4. Debrief – Appreciation (10 Minutes)

Ask learners to spend the next week collecting the following items from their home/neighborhood and to bring them to the next class: 1.5 liter soda bottles with lids (2-3 bottles per learner), 1-2 shopping bags full of non-biological/biodegradable waste (like styrofoam, candy wrappers, newspaper and plastic that can't be recycled)

Thank learners for their participation and tell them you look forward to seeing them next term!



LESSON 7



Learning Objectives - by the end of the session, learners will be able to:

1. Reflect on their personal beliefs and values, and consider their peers' beliefs, values, and perspectives
2. Understand the concepts of recycling, upcycling and downcycling
3. Know how to use non-recyclable objects to create useful ecobricks

Materials

4 pieces of A3 paper for signs, 1 pen or pencil per learner, 1-2 index cards per learner (can be cut in half – can also use recycled paper instead of index cards), 1 stick per learner, 1.5 liter soda bottles with lids (2-3 bottles per learner), 1-2 shopping bags full of non-biological/biodegradable waste (like styrofoam, candy wrappers, newspaper, bags and other plastic that can't be recycled), paintbrushes, acrylic paint (in red, yellow, blue, green, orange, and purple)

Steps

1. Take a stand – 20 minutes
2. What are Eco bricks? – 20 minutes
3. Making Eco bricks – 40 minutes
4. Debrief – 10 minutes

1. Take a stand (20 minutes)

- Prepare 1 large paper or board, with a numbered list of statements (see below for a sample list)
- Label the four corners of the room with big signs, one in each corner with: “Agree”, “Disagree”, “Strongly Agree”, and “Strongly Disagree”.
- Give each learner 1-2 index cards, and a pen or pencil, and ask them to sit in a circle.
- The objective of this activity is for learners to reflect on their personal beliefs and values, and consider their peers' beliefs, values, and perspectives.
- Show learners the list of numbered prompts (on board or paper)
- Ask learners to write their responses to each statement next to the statement numbers on their index cards. Their responses should list whether they strongly agree, agree, disagree, or strongly disagree. They can use the abbreviations SA/ A/ D/ DS
- After they have written their responses to each statement, learners should fold their index cards into paper airplanes, and launch them into the middle of the circle.
- Invite learners to pick up a paper airplane and read the first statement in silence.
- Ask learners to walk to the corner of the room with the sign that correlates to the answer to the first statement, as shown on the paper airplane they picked up.
- When the learners are in the four corners of the room, ask them to discuss why someone may have responded with SA/ A/ D/ DS for that statement. Each corner group should choose a speaker to share their group's response with the larger group.
- After each corner has shared their responses, invite all learners to re-fold their airplanes and throw them across the room, and then pick up a different airplane and repeat the entire process for the second prompt (and then the third and fourth prompts and so on).



90 mins

Sample list of prompts:

1. Everyone should do 60 minutes of physical activity every day
2. Individual work is easier than group work
3. I feel accepted in our community
4. It is better to fix or re-use old things than to buy new things
5. Learner voices are integrated into decision-making at our school
6. It's better to hear everyone's idea than to make an executive decision
7. You must go to a top university in order to be successful
8. If you study hard and work hard you would be financially successful
9. Recycling is a good way to reduce the waste that humans create
10. I have a responsibility for the wellbeing of the earth

Debrief Questions – Ask learners:

1. How did you feel when you had to justify and defend your point of view?
2. How did it feel when you had to justify a point of view that you didn't agree with?
3. Why is it important to respect others' opinions?

2. What are Ecobricks? (20 minutes)

Ask learners: Do you know what Ecobricks are? An Ecobrick is a plastic bottle stuffed solid with non- biological waste (things that won't breakdown on their own over time) to create a reusable building block.

Show learners some examples of what an Ecobrick could look like:



Explain to learners how to make an ecobrick:

- Pack bottles with non-biodegradables only
- No paper, no glass and no sharp metal
- Use a stick to pack bottles with as much non-biodegradables as possible
- Use one brand of bottle if you want to build a structure, as this will make building easier. Coke and Sprite 1.5L bottles are ideal, because they have the most volume.
- Smaller bottles work too, if you choose the ones with the thickest plastic, like C2 and Gatorade.
- Ask if learners have any questions about Eco bricks. Show examples of things that can be made with ecobricks, such as walls, benches, couches, and gardens:



3. Making Eco bricks (40 minutes)

- Get learners set-up with 2-3 plastic bottles each, as well as 1 stick and 1-2 bags of non-biological or biodegradable waste.
- Have learners go through their bags of waste to make sure there is no food, paper, glass or sharp metal. They should also make sure their bottles don't have any holes or punctures, and that they have a bottle cap to close it.
- Once all of their waste has been approved, tell learners they can start stuffing the waste into their bottles, using the stick to push it all the way down into the bumps and grooves at the bottom.
- Give learners about 20 minutes to stuff as much waste as they can into their bottles, and to stuff as many bottles as they can with the waste they have.
- Once learners finish the stuffing, explain that they can choose one colour of acrylic paint (either red, yellow, blue, green, orange, and purple) and paint the bottom of their bottle. This way, when the ecobricks are made to build something, the colourful ends will stick out and create a beautiful colourful pattern. Show learners example below:
- Allow at least 5 minutes at the end for learners to clean-up any unused waste, paint, and to wash the tables, and their hands.

4. Debrief – Sharing (10 Minutes)

- Ask learners: If you could build anything with ecobricks, what would you want to build? How many
- ecobricks do you think you would need to build it?
- Write the list of items they come up with on the board or a large piece of paper on the wall. Explain that you will store the bricks they made until next term, when the group can build something with them together.



3. Change of
governance
structures



ARTS CURRICULUM

LESSON 8

Learning Objectives - by the end of the session, learners will be able to:

1. Manage time, communicate effectively, and work as part of a team
2. Work through a community challenge while in small groups
3. Know how to evaluate how their team works together
4. Understand the importance of taking time to appreciate the contributions of all team members

Materials

4 hula hoops, random items such as blocks or small balls, A4 paper (at least 100 sheets), masking tape, cello tape, a ball (any size)

Steps

1. Pot of Gold – 20 minutes
2. Highest Paper – 15 minutes
3. Paper Tower & Reflection – 35 minutes
4. Appreciation Circle – 20 minutes

1. Pot of Gold (20 minutes)

Materials: Hula hoops (one for each group), random items or 'gold' such as tennis balls, blocks, etc., a piece of paper for each group that has the objective of the activity written on it: "Your objective is to put all of the 'gold' in a hoop"

Space Required: This activity requires enough space for participants to run around freely, as well as enough space for participants to sit in a circle to debrief. A four-cornered room works well as each group can be assigned a corner of their own.

- Not a lot of physical space set-up required, but you will need enough clear space for the groups to have their own space for a hula hoop and room to move and collect 'gold'.
- The objective of this activity is for participants to consider how they work in groups, the choices they make as individuals and how those choices affect others. Concepts such as conflict resolution can be addressed in debrief sessions.
- Divide learners into four to six evenly-sized groups and give each group a hula hoop. In the centre of the room, place all of the 'gold' (random items).
- Give learners the parameters of the activity:
 1. This activity is to be done in silence.
 2. Each group will be given an objective.
 3. The activity will start when the facilitator says it has begun and will end when the facilitator says it will end.
- Hand each group their objective (on a piece of paper). Each piece of paper has the same objective on it, but the groups' won't necessarily know this. The objective written on each piece of paper is "Your objective is to put all of the 'gold' in a hoop".
- Start the activity. This will usually result in chaos as participants try to get all the 'gold' into their team's hoop. Some will be quite physical (ensure the activity is always safe for participants!) and others may be quite sneaky by trying to steal from other teams.
- After the activity has run for about 5 minutes, stop the participants and allow them to re-group with their team to consider their strategy – What was working well? What wasn't working well? What could they do differently? Were they successful in reaching their objective?
- In the second round, you may like to tell the participants that they will be successful when all teams reach their objectives (if they haven't come to the conclusion that collaboration for the whole group to succeed is a good solution!)
- Repeat the activity in silence and note how participants communicate (without voice) their collaborative message.



90 mins



Debrief Questions:

The debrief for this activity is largely determined by whether or not the participants were able to collaborate for community success.

1. What happened during that activity?
2. Were you successful in achieving your objective? Were the other groups successful in achieving their objectives?
3. Did the whole group have a shared objective? Do you think sharing your objectives with others can create a better space for collaboration?
4. What could have made this activity easier?
5. How could this activity apply in real life?

2. Highest Paper (15 minutes)

- Split learners into teams of 4-5 people (Make sure the groups are gender balanced or at least fairly grouped in terms of the strength of the learners). Give each team one piece of A4 paper and one strip of masking tape (about 20cm long).
- The objective is very simple: teams will have 5 minutes to get their piece of paper to stay as high as they can (for at least 15 seconds), without it being held in place (ie. no one can be holding the paper when the 15 seconds is counted). They only have one piece of paper, and one strip of tape.
- Explain the challenge to the learners and ask if they have any questions.
- Once ready, start the timer for 5 minutes and tell learners their time has begun.

Debrief – Ask learners:

What did this challenge show you about how you work together as a team?

1. Introduce Plus/Delta Tool: Explain to learners that they will now evaluate how they are working together using a tool called a Plus/Delta.
2. Plus/Delta is an evaluation tool that either groups or individuals can use to evaluate a single experience,
3. or chain of experiences. The purpose of Plus/Delta is to help groups or individuals evaluate specific
4. actions they took in a specific experience that helped make that experience a success.
5. In a Plus/Delta, pluses are specific actions that an individual or group took, which allowed them to have a successful and enjoyable experience, which they hope to repeat in future experiences.
6. Deltas are suggested actions that an individual or group can take in future experiences, which will allow those experiences to be more enjoyable or successful than the one that is being evaluated.

To use the Plus/Delta, it is important to follow these guidelines:

- Step 1:* Complete an experience or task
- Step 2:* Gather group members together to evaluate the experience or task
- Step 3:* Elicit specific pluses and deltas from group members, and encourage all members to contribute to the Plus/Delta
- Step 4:* Save and store the Plus/Delta in a place that is accessible to all
- Step 5:* Complete another experience or task
- Step 6:* Review previous Plus/Delta
- Step 7:* Move any deltas that have been changed, to the plus category
- Step 8:* Record any new pluses or deltas; encourage all group members to contribute

- Some examples of pluses (actions that the group has already been doing) could be: Give each other a chance to speak, Make a plan before starting the task, etc.
- Some examples of deltas could be: Choose someone to lead the group when doing a task, Communicate kindly when there is a conflict or disagreement, etc.
- Give each team a handout with the Plus/Delta table (below) and ask each team to fill out their own for how they have worked together so far:

PLUSES

POSITIVE ACTIONS

[illegible]

DELTAS

SUGGESTED CHANGES

[illegible]

3. Paper Tower (35 minutes)

- Explain to learners that in the same groups they will now build a self-standing tower out of paper.
- Hand out 10 pieces of A4 paper, scissors and sellotape to each team and explain that they may only use these materials but may build however they want to.
- Their goal is to build the highest paper tower they can in 15 minutes using only these materials, and the team with the tallest free standing paper tower at the end of 15 minutes wins. Their tower may not be held up by a person or by any other objects.
- Start the timer and give teams 15 minutes to complete the challenge. At the end of 15 minutes, tell all learners to stop building and to remove their hands or any other objects holding the paper tower up.
- Judge which paper tower is tallest and crown that team the winners of the challenge and give learners a few minutes to clean up any paper or mess.

Debrief – Ask learners:

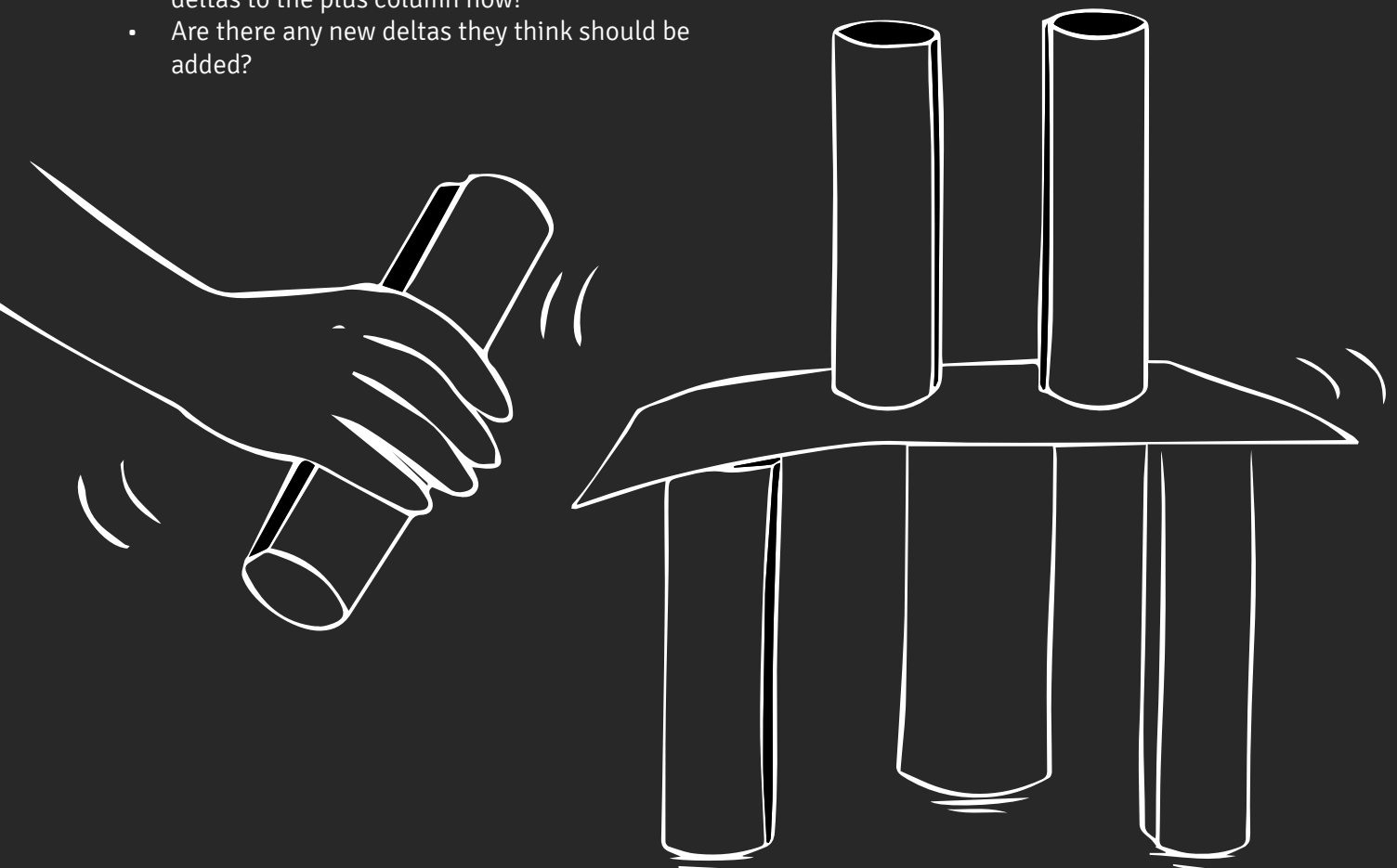
Do you feel as though your team was successful?

- Have teams review the Plus/Delta they created earlier and ask them to consider if they still did their pluses, and if they can move any of their deltas to the plus column now?
- Are there any new deltas they think should be added?

4. Debrief – Appreciation Circle (20 Minutes)

- Ask everyone to sit in a circle together.
- Explain that since it's the last class of the term, the group will do an appreciation circle. It's a great opportunity for everyone to reflect on the term and appreciate each other for participating and contributing.
- Show learners a ball and explain that it will be the "talking ball", and then place it in the middle of the circle.
- Explain that the objective of an appreciation circle is to appreciate others in the group for something they helped you with this term, for a trait they have, for making you laugh, for having a good attitude, etc.
- Anyone can take the "talking ball" from the middle in any order and appreciate one person at a time. Whoever wants to start can start.
- Allow appreciations to go on until the end of the class, or about 20 minutes.

Thank learners for their participation and tell them you look forward to seeing them next term!



TERM FOUR

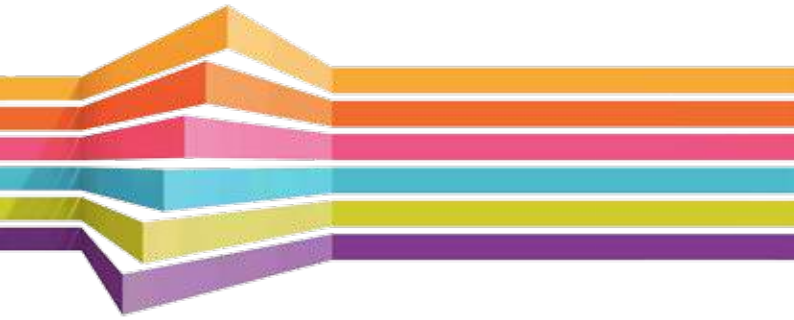
SHARING &
GROWING



INTRODUCTION

ARTS CURRICULUM

LESSON 1



Learning Objectives - by the end of the session, learners will be able to:

1. Better evaluate what type of leader they are in group situations
2. Identify and share their expectations of an experience
3. Identify how they can achieve their expectations and depict that in a drawing

Materials

Flip chart paper, markers, sticky notes (small square papers with a sticky side), A4 paper (at least one per learner), pencils and/or pens, coloured pencils (one pack of 12 for every 3 learners)

Steps

1. Continuum – 20 minutes
2. Expectation Spectrum – 20 minutes
3. Drawing expectations – 40 minutes
4. Debrief – Word Whip - 10 minutes

 **90 mins**

1. Continuum Reflection (20 minutes)

- Explain the rules and instructions to learners:
- This activity is done in silence. Participation in this activity means you will stay silent.
- Ask: Does everyone feel they can stay silent for this 15 minute activity?
- The way this activity works is there's a line or a continuum, one point is on one end of the room, and the opposite point is on the other side of the room.
- You are going to hear a question, for example: "How do you feel about meat?" At this end is one extreme, for example: "I love hamburgers, I could eat 1000 of them" and at the other end is the other extreme, for example: "I hate meat, it makes me want to throw up".
- This activity is about choices. You choose where you place yourself along the line, depending on how you feel about the question.

Questions:

1. Are you better at working alone or as part of a group? (Alone – In a group)
2. When it comes to leadership, do you prefer to lead a large group of people or a small group of people to execute a vision? (Small group – Big group)
3. Do you consider yourself someone who gets involved in your community? (Very involved – Not involved at all)
4. Do you think of yourself as someone who is good at resolving conflicts or who struggles? (Resolves conflicts – Struggles to resolve conflicts)
5. Do you find it easy or difficult to listen to other people's ideas? (Easy – Difficult)
6. Do you find it easy or difficult to trust other people that you don't know well? (Easy – Difficult)
7. Do you consider yourself to be good or bad at communicating with others? (Good – Bad)
8. Do you consider yourself a quiet or more vocal leader? (Quiet – Vocal)
9. Do you think of yourself as a cooperative group member or one who causes conflict? (Cooperative – Conflict)
10. Do you feel that you as an individual can have an impact on your community? (A big impact – No impact)

After each question record how many people have placed themselves on each side of the room, or in the middle. This activity will be done again at the end of the term with the same questions, so you can compare if the numbers have shifted at all

Debrief Questions

1. Which question was it most difficult for you to answer? Why?
2. Do you think you would have answered these questions differently if you were by yourself?
3. Do you feel supportive and trusting of this community of people?
4. Do you think you would have answered any of these questions differently at the start of this year? What has changed for you?

2. Expectation Spectrum (20 minutes)

Set-up:

- Prepare three flip-chart size pieces of paper. One each should say 'Not Met', 'Partly Met' and 'Met'
- Place the flipcharts up on a wall next to each other in order of 'Unmet', 'Partly Met', and 'Met' (This can also be done without flip-chart paper by creating three separate sections on a board and labelling each one at the top). It should look something like this:

UNMET 	PARTLY MET 	MET 

Instructions:

- Explain to learners that this term is all about sharing and community, that they will spend most of the term working on a big community project together.
- Ask learners: What do you want to get out of this last term of the year? What are your expectations for what we will do, experience and learn?
- Explain that asking these questions is important to set ourselves up for success, and that what they are going to do now is called an 'Expectation Spectrum' where they will record and share their expectations for the term with the group, and that this help them all monitor their progress throughout the term.
- Ask learners to take a few minutes to write down all their expectations for the term on their sticky notes (one expectation per one sticky note). Encourage them to write things that are concrete and specific, something they could check off a list.
- Once learners have had time to write down their expectations, ask everyone to write their initials on the back of each one, and then to come up and stick their expectations to the 'Unmet' board or flip-chart paper. It should look something like this:



- Once learner's expectations are all up, take a look at what they have written and share 5-10 of them (look for any that may be repeated) depending on time.
- Explain that you are going to leave all of their expectations up in the 'Unmet' section of the spectrum, but that you will revisit it together a few times throughout the term, and then they will have the opportunity to move their expectations to 'Partly Met' or 'Met' if they feel like their expectations are actually happening.
- Remind learners that this is a tool for all of them to use to see where the group is in achieving its goals for the term.

3. Drawing expectations (40 minutes)

- Give each learner a piece of A4 paper, and access to coloured pencils (one pack of 12 for every 3 learners).
- Ask learners to think about this question: How are you going to achieve your expectations for the term?
- Explain to learners that they will have 30 minutes to draw their answer or answers to this question. They may draw anything they like using any colours they like.
- After about 25-30 minutes, ask learners to finish up their drawings and then to find one of their handshake partners (for example: coca-cola handshake partner)
- Once they have found their partner, ask them to sit together and to introduce their drawings to each other.
- After about 5 minutes, ask each pair to ask each other the following question: What are you most looking forward to this term?

4. Debrief – Word Whip (10 Minutes)

- Ask learners to sit in a circle, and explain that you're going to do a 'word whip', where everyone has the chance to answer a question, but they must try to answer with only ONE word. Ask the learners: What are you most looking forward to this term? After one learner answers first, move to the person to their right, and continue around the circle until everyone has had a chance to answer. Remind them to answer with just one word.
- Thank learners for their participation and tell them you look forward to seeing them next time!

ARTS CURRICULUM

LESSON 2

Learning Objectives - by the end of the session, learners will be able to:

1. Work as a group to plan and execute a community art project
2. Understand how to create an action plan, what to include and how to evaluate and adjust the plan as the project progresses
3. Design and build a community sculpture with recycled bottle caps

Materials

Bottle caps in various colours (the amount and colours depend on the design chosen by learners, but you should have collected a large amount throughout the year), paper (A4 and flip-chart) for planning, markers, pens, acrylic paint, and anything else learners decide is needed for the project

Steps

1. Lesson 2 – Project Background – 90 minutes
2. Lesson 4 – Step 1 and review - 90 minutes
3. Lesson 5 – Step 2 and review - 90 minutes
4. Lesson 6 – Step 3 and reflect - 90 minutes

1. Project Background (90 minutes)

If you choose this community project for Term 4, ask learners to start collecting bottle caps of all sizes and colours at the start of the year (Term 1) so that by the time you are ready to begin this project you have a lot of them to work with

Types of bottle cap sculptures (20 minutes):

Show learners these 5 different types of bottle cap sculptures, so they get an idea of what options there are:

1. **Flat:** This is the simplest way of building a bottle cap sculpture, but glueing or attaching the caps to a piece of wood or metal in rows or bunches that don't overlap.
2. **Overlap:** This type of sculpture can also be done using a backing (wood or metal), but can also be done without, by overlapping the caps slightly on one another using glue or wire to keep them together.
3. **Stacked:** To use this method you simply stack many bottle caps together to form long rows or tubes, which can be molded into different shapes, like flowers or arms for example.
4. **Cover:** For this method, bottle caps are used as a covering of a sculpture or structure beneath. This works well if you are able to craft an object or sculpture out of other materials that the bottle caps will easily affix to. This rhino is a good example.
5. **Walls:** If you have a lot of bottle caps to work with, it's possible to build walls by forming pyramids with stacked bottle caps. In the example below, colours are alternated to form a pattern, but walls could be created with just one colour or with as many as you would like.



360 mins



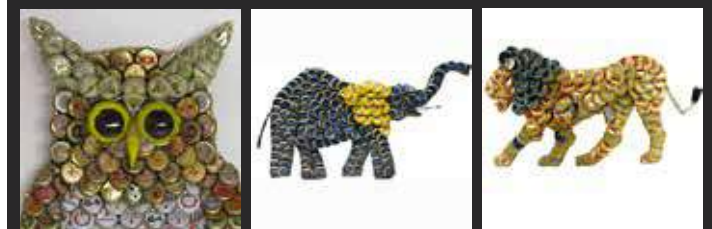
Designing a bottle cap sculpture (10 minutes):

- Explain to learners that there are a few more things they'll need to consider.
- How will you join the caps together? Do you want to use wire, glue, tape, or something else? What do you think would work best?
- How many bottle caps do you have to work with? What other materials do you have access to? Which method would work best considering the materials you have?

Crafting a bottle cap human and animal (10 minutes):

- Explain to learners that they will work together to design a human and animal sculpture to be placed somewhere in their community.

Show learners some examples of animal sculptures:



Show learners some examples of human sculptures:



Ask learners: What do you think is the best way to create an animal out of bottle caps? Which method from earlier would you use? What do you think is the best way to create a human out of bottle caps? Which method from earlier would you use?

Choose a design (20 minutes):

- Ask learners to raise their hand if they would like to work on the design of the animal sculpture. Then ask learners to raise their hand if they would like to work on the design of the human sculpture. Remind learners that the two need to go together, but that they will work on them in 2 groups. Based on who raises their hand for each, split the group into 2 smaller groups: an 'Animal' group and a 'Human' group.
- Explain that each group must choose a design for their bottle cap sculpture.
- Give the 2 groups about 20 minutes to work together to choose the method and design they want to use for their sculpture.
- You may want to recommend to each group that they nominate a facilitator to help guide the discussion and keep it on track, and a record keeper to take notes on the discussion.
- You may also want to introduce a tool for them to use to build consensus and get input from everyone. The tool is called a 'thumb check'.

THUMB CHECK

Thumb Check is a tool that can be used to gain consensus within a group, without initiating a large discussion. Thumb Checks should be used in a group when one member has proposed an action or idea. The Thumb Check has three responses:

THUMBS UP

Thumbs Up means that you are 100% behind the idea proposed, and will support it completely.

THUMBS TO THE SIDE

Thumbs to the Side means that you are not 100% behind the idea, but you will go through with it and support it without complaining.

THUMBS DOWN

Thumbs Down means that you do not support the proposed idea, and either have an alternative suggestion or wish to discuss other options.

To use the Thumb Check effectively, it is important to follow these guidelines:

- Step 1: Introduce the Thumb Check as a tool that will be used within the group
- Step 2: Explain the three possible responses
- Step 3: Identify the issue to be solved or proposed plan
- Step 4: Hear proposed solutions from group members
- Step 5: Say, "Thumb Check?" to proposed solutions, check group member responses
- Step 6: Address any concerns Thumbs Down members have and ask them for alternatives or amendments
- Step 7: Repeat this process until all group members have Thumbs Up or Thumbs to the Side
- Step 8: Continue with the proposed solution or plan

Plan a 3-step building process (30 minutes):

- Explain to learners that they will have 3 classes (of 60 minutes each) to complete their bottle cap sculptures.
- In their next lesson, they'll have a chance to create a detailed action plan that includes roles, location, materials, etc.
- For now, ask learners to work together to come up with a 3-step creation process. In other words, with only 3 lessons of 60 minutes that will happen a week or two apart from each other, what are the 3 steps that can happen in those 3 lessons to reach their final goal?
- Give learners about 30 minutes to discuss and come up with their 3-step building plan.
- You may want to recommend to the group that they nominate a facilitator to help guide the discussion and keep it on track, and a record keeper to take notes on the discussion.
- You may also want to recommend they use the Thumb Check to build consensus and get input from everyone.



ARTS CURRICULUM

LESSON 3



Learning Objectives - by the end of the session, learners will be able to:

1. Work as a group to overcome differences in perspective or experience
2. Understand what elements and categories to consider when planning a community art project
3. Create an action plan for a community art project

Materials

Wooden blocks or other matching sets of building materials (can even just be things like pieces of paper, pencils, bottle caps, etc), blindfolds, one large box, 4 flip-chart size paper, markers, one table or area of the room for each group, A4 paper, pens, 10 printouts of GRRIP Action Plan handout

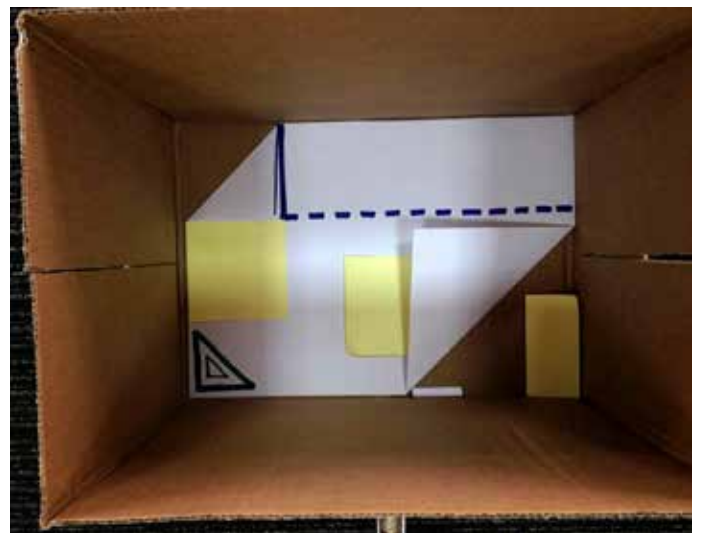
Steps

1. Bob the Builder – 20 minutes
2. Brainstorming – 20 minutes
3. GRRIP Action Plan – 30 minutes
4. Debrief – Marketplace - 25 minutes

1. Bob the Builder (20 minutes)

Materials: Wooden blocks or other matching sets of building materials (can even just be things like pieces of paper, pencils, bottle caps, etc), blindfolds, one large box

- Divide learners into groups of 5-6 people and ask them to sit together around the outside of the room.
- Place the box in the center of the room, this will be where you create a “master structure” inside the box.
- It could be as simple as this example:
- Place matching piles of blocks/building materials around the room (which have the same blocks or materials as the master structure in the box), one for each group of students.
- The objective is for the groups to recreate the master structure with their own blocks/materials.
- Explain that the master structure in the middle represents a completed action plan (which is what they will work on today) – it has all the components and steps you took to make your action plan successful, but implementing an action plan is never easy – there are often obstacles and challenges you have to overcome – some you expect, some you don’t.



Briefing: One student from each group goes to the middle and looks at the structure. They have ten seconds to look at the structure, then go back to their group and try to recreate it.

When the next person from the team goes up, they stand on a different flag (look at the same action plan from different perspectives). Depending on how much time you have, you could try these variations, which get more and more difficult:

 **95 mins**

- **Level 1:** rotate around different flags (*look at the same action plan from different perspectives*)
- **Level 2:** students stand on flags but cannot go back to their groups (*communication challenges when implementing an action plan; using different resources [e-mail, meetings, etc.]*)
- **Level 3:** in their individual groups, only certain students can touch the blocks and they are all blindfolded (*communication challenges; not everyone sees the action plan the same way; even if you've gotten far in implementing your action plan, you can still face challenges which set you back [e.g., if you knock over part of the structure that's been built already]*).

Debrief Questions:

1. What challenges did you face when trying to recreate the master structure?
2. How are these challenges similar to what you might face when implementing your actual action plan?
3. What teamwork skills did you need to overcome these challenges?

2. Brainstorming (20 minutes)

- Explain the project for the term (you can choose from 4 prepared lesson plans – Mosaic {Mosaic tiles for a sitting area}, Statue {human being made out of eco-bricks}, Hall of Fame {Current or fallen heroes around Walmer Township} or Mural {create a mural to promote community safety} or another community art project idea).
- Set up a Boardstorm: Put flipchart papers labeled 'Goal', 'Materials', 'Location', 'Themes' up on a board or wall.

Materials: Music, Colored Markers, 4 Flip-chart Papers

- Divide the learners into 4 groups, and ask them to line up single file (one behind the other) in front of one of the flip-charts on the board or wall. Give the first two people in each line a marker.
- Explain that the objective is to fill each of the up the flipchart papers with their ideas about what the project 'Goal', 'Materials', 'Location', 'Themes' should be.
- Just like a brainstorm – a boardstorm is an opportunity to dump out all the ideas in their heads
- Introduce the 4 flipcharts: 'Goal', 'Materials', 'Location', 'Themes'. The 'Goal' is the purpose of the community artwork. 'Materials' are of the physical things that will be needed to do the project. The 'Location' is where the project could be created. The 'Themes' are ideas about a guiding theme for the artwork.
- Explain that when the music starts playing learners with markers can run up and start writing their ideas on the flipcharts. Once they have written one idea they should pass the marker onto the next person in line behind them, and then move to the back of a line at another flipchart.
- Learners should keep going around to all of the flipcharts to add their ideas until the music stops!
- It's ok if someone wrote something they thought of already. They should write down all of their own ideas even if they see that others have written the same thing.
- Play a high-energy song for 3-5 minutes.
- Ask the learners to gather around the flip-chart papers one by one. Starting with the 'Goal'. Ask them: What ideas stick out to you? Which one(s) do you think we should use for the community art project?
- Circle the ideas that learners agree should be used, and work to craft a sentence for each goal that is agreed upon.
- Next ask the learners to gather around the 'Themes' flip-chart. Ask learners: What ideas stick out to you? Which one(s) do you think we should use for the community art project?
- Circle the ideas that learners agree should be used, and narrow it down to a top three. Then have a vote where each learner can vote for their favourite theme. Read out the top three and one-by-one ask for a show of hands from the learners who want to vote for that theme. The theme with the most votes is the one that will be used for the project.
- Next ask the learners to gather around the 'Location' flip-chart. Ask learners: What ideas stick out to you? Which one(s) do you think we should use for the community art project?
- Circle the ideas that learners agree are the best, and narrow it down to a top three. Then have a vote where each learner can vote for their favourite location idea. Read out the top three and one-by-one ask for a show of hands from the learners who want to vote for that theme. The location with the most votes is the one that will be used for the project (as long as permission is given from the relevant authorities/owners).
- Lastly, ask the learners to gather around the 'Materials' flip-chart. Ask learners: Is there anything missing from this list? Is there anything written here that we won't need?
- Go through the listed materials together, and circle the ones that need to be arranged or bought. This list may be used to prepare the materials for the next lessons.

3. GRRIP Action Plan (30 minutes)

Materials: Print outs of 'GRRIP' appendix for each group.

- Explain that G.R.I.P.P is a planning tool that allows groups to map out their goals, and establish a clear system in which the entire group can work to achieve those goals. A G.R.R.I.P is a good tool to use before starting a project or new task.

Explain that G.R.R.I.P stands for:

G – GOALS: What are your goals? What are you trying to accomplish?

R – ROLES: Who is doing what to help achieve these goals? What roles are needed in the group to achieve them? Who will take on which role?

R – RESOURCES: What do you already have that may help accomplish these goals? How will you access these resources to reach your goal?

I – INTERACTIONS: What interactions need to happen to accomplish these goals? Who needs to interact or consult with who to make it happen?

P – PROCESS: What steps or actions need to be taken to achieve these goals? In what order to the steps/ actions need to happen? Plan out the process step by step.

- Since the group has already come up with their project goal(s), there are only four categories left to do: Roles, Resources, Interactions and Process.
- Divide learners into 4 groups and assign each group one of those categories.
- Give each group a GRRIP template handout to work on, and explain that they must work together as a small group to plan the category they've been given, and to record their plans on the handout.
- Give groups about 20 minutes to do their planning, and then ask them to finish up the category they are working on.
- Give groups 5 minutes to prepare a short presentation of their project category design that they generated. In the next activity they will be presenting what they came up with to the rest of the group.

4. Debrief – Marketplace (25 Minutes)

- Set-up and materials: A table or area of the room for each group, paper for each group, markers, pens, etc.
- Round 1 of marketplace (about 10 minutes): 1 member from each group present their groups project design. The rest of the team members choose one of the other group's tables to 'attend' and offer feedback/ask questions about the ideas put forward
- Round 2 of marketplace (about 10 minutes): Team members swap so that 1 new person is presenting for each group, and others swap to a new project to offer feedback and ask questions.
- Teams come back together for 5 minutes to discuss the feedback they got. They should discuss any major changes they think need to be made, to implement in their action plan.
- Thank learners for their participation and tell them you look forward to seeing them next time!



GOALS

What are your goals? What are you trying to accomplish?

R

ROLES

Who is doing what to help achieve these goals? What roles are needed in the group to achieve them? Who will take on which role?

R

RESOURCES

What do you already have that may help accomplish these goals? How will you access these resources to reach your goal?



INTERACTIONS PROCESS

What interactions need to happen to accomplish these goals? Who needs to interact or consult with who to make it happen?

P

PROCESS

What steps or actions need to be taken to achieve these goals? In what order to the steps/actions need to happen? Plan out the process step by step.

[illegible]

LESSON 4

Complete Step 1 of the building process (70 minutes):

- Based on the 3-step building process that the group came up with, as well as their GRRIP action plan, give learners about 70 minutes to complete their Step
- Make sure that all materials are collected and prepared to maximize the amount of time that learners have to work on their bottle cap sculptures.
- Leave 10 minutes at the end of this 70 minutes for clean-up.

Plus/Delta Evaluation (20 minutes):

- Re-introduce the Plus/Delta Tool from Term 3: Explain to learners that they will now evaluate how they are working together on their project.
- PLUS/DELTA is an evaluation tool that either groups or individuals can use to evaluate a single experience, or chain of experiences. The purpose of PLUS/DELTA is to help groups or individuals evaluate specific actions they took in a specific experience that helped make that experience a success.
- In a PLUS/DELTA, pluses are specific actions that an individual or group took, which allowed them to have a successful and enjoyable experience, which they hope to repeat in future experiences. Deltas are suggested actions that an individual or group can take in future experiences, which will allow those experiences to be more enjoyable or successful than the one that is being evaluated.

To use the PLUS/DELTA, it is important to follow these guidelines:

Step 1: Complete an experience or task

Step 2: Gather group members together to evaluate the experience or task

Step 3: Elicit specific pluses and deltas from group members, and encourage all members to contribute to the PLUS/DELTA

Step 4: Save and store the PLUS/DELTA in a place that is accessible to all

Step 5: Complete another experience or task

Step 6: Review previous PLUS/DELTA

Step 7: Move any deltas that have been changed, to the plus category

Step 8: Record any new pluses or deltas; encourage all group members to contribute

- Some examples of pluses (actions that the group has already been doing) could be: Give each other a chance to speak, Make a plan before starting the task, etc.
- Some examples of deltas could be: Choose someone to lead the group when doing a task, Communicate kindly when there is a conflict or disagreement, etc.
- Give each team a handout with the PLUS/DELTA table (below) and ask each team to fill out their own for how they have worked together so far:

PLUSES (Positive Actions)	DELTAS (Suggested Actions)

 **90 mins**

ARTS CURRICULUM

LESSON 5

Complete Step 2 of the building process (70 minutes):

- Based on the 3-step building process that the group came up with, as well as their GRRIP action plan, give learners about 70 minutes to complete their Step 2.
- Make sure that all materials are collected and prepared to maximize the amount of time that learners have to work on their bottle cap sculptures.

 **90 mins**

Challenge Hat (20 minutes):

Materials: blank cards, pens

Set Up: space for the whole group to sit in a circle; one card and pen for each learner; one box or hat in the middle

- Framing: We all face challenges when working on a group project. Now you'll have the opportunity to think about some of the challenges/obstacles you've been facing while we do this project.
- Handout cards and pens to learners and ask them to think to themselves about this question: What are some challenges you are having with their bottle cap sculptures project? Think about them and chose one or two to write down on your card, then put the card into a box/hat in the center of the circle.
- Take the box/hat from the center and read through each challenge as a group one-by-one (or as many as you have time for); for each challenge ask the group:
 1. What potential solutions can you think of to address this challenge?
 2. What resources do we have to help deal with this challenge?
- Once you've had a chance to read and briefly discuss as many as possible, thank everyone for sharing and explain that discussing challenges in the middle of a project helps to deal with them before they derail the project, and gives a chance to change or fix important issues in the project.

ARTS CURRICULUM

LESSON 6

Complete Step 3 of the building process (70 minutes):

- Based on the 3-step building process that the group came up with, as well as their GRRIP action plan, give learners about 70 minutes to complete their Step 3.
- Make sure that all materials are collected and prepared to maximize the amount of time that learners have to work on their bottle cap sculptures.
- Leave 10 minutes at the end of this 70 minutes for clean-up.

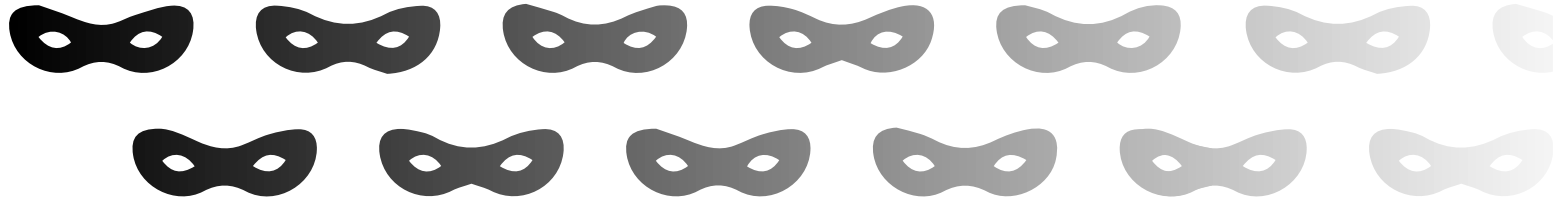
Highlight and Challenge (20 minutes):

- Ask learners to sit in a large circle, and one by one, to share their highlight (best part) and challenge (difficult part) about doing their bottle cap sculptures project.



90 mins

LESSON 7



Learning Objectives - by the end of the session, learners will be able to:

1. Better understand what makes them who they are and how they define themselves
2. Make a personal mask of their own face using tin foil and tape
3. Identify their most important lessons from this year

Materials

Aluminum foil (enough for each learner to get 5-6 pieces), Scissors, black markers, masking tape (1 roll for every 2 learners), piece of cord or ribbon that will fit around each learners head,

Steps

1. Who are you? – 20 minutes
2. Masks – 50 minutes
3. Debrief – Whip - 20 minutes

1. Who are you? (20 minutes)

- Ask learners to find one of their handshake partners (for example: lumberjack handshake partner) and sit in a chair or on the floor facing each other.
- Explain that this activity requires 2 roles: a question master and a discoverer. The question master asks the discoverer “Who are you?” and the discoverer answers. If the discoverer gets stuck they can stand up and the question master can ask again: “Who are you?”
- The role of the question master is only to ask this question and to listen. The role of the discoverer is to answer the question as best they can, for as long as the time they are given.
- Once the pairs have switched and both have had a few minutes to answer, have them rotate to new partners. Do the rotation 2-3 times so each learner answers the question several times with different partners.

Debrief – Ask learners as a large group:

1. Did you find it easy or difficult to answer this question? Why?
2. Was it hard to ask the question and say nothing else?
3. Did you answer the question the same way each time? What changed?
4. Do you think you would have answered this questions differently at the start of the year in Term 1? How or why?



90 mins

2. Masks (50 minutes)

- Ask learners to join and sit again with their handshake partner from the last activity.
- Explain that now as you are reaching the end of the year together, learners will have a chance to create masks that show who they are at the end of this year of learning about art.
- Hand out materials to learners. Each learner should get 5-6 piece of aluminum foil, a pair of scissors, and a black marker.
- Explain the directions to learners, and ask them to help their partner to do each step:



3. Debrief – Whip (20 Minutes)

- Ask learners to sit in a circle, and explain that you're going to do a 'whip', where everyone has the chance to answer a question, one-by-one. Ask the learners: What do you think is the most important thing you have learned in our class this year? After one learner answers first, move to the person to their right, and continue around the circle until everyone has had a chance to answer.
- Thank learners for their participation and tell them you look forward to seeing them next time!

1. Scrunch the 5-6 pieces of aluminum foil a little bit. This is the base of your mask. The pieces should be long and large enough to cover the middle of your neck to the top of your head. Place them in a pile. They should be flat but look textured.
2. Lift the stack of sheets up and push it onto your face. Push down as hard as you are comfortable pushing. Do it carefully, so the foil does not become punctured. Remember to get help from your partner for this part.
3. Mould it to the shape of your face. Be sure to cover all the areas. Check you have the general outline of your face imprinted: eyes, eyebrows, nose, lips, chin, and cheekbones. Curve the top to fit against your head and the bottom to rest against the start of your neck.
4. Use a marker and trace around your eyes (it might be good to follow the bones around your eye socket) for where you want to place the eye holes in your mask. Also, trace around anything else you want cut out, such as breathing holes by your nose and a hole for talking by your mouth.
5. Carefully remove the foil from your face. Draw a line along the top edge of the mask and cut. This should be where you want the top of the mask to end. If you want a full face mask, draw a line at your hairline. If you want a masquerade look, cut just above the brow.
6. Cut with sharp scissors around the edges of the mask. And note—once you cut it, you can't really go back easily, so leave a bit of extra.
7. Cut holes or slots in the side of your mask. These are for the ribbons/cord/shoelaces to attach the mask to your face.
8. Cut small sections of masking tape. While pressing the mask to your face to keep the features strong, gently place the tape onto your mask. When you feel the mask's features are firm enough, place all the sections of tape, overlapping, across all visible places of foil, including the back (foil is itchy next to the skin).
9. Tie a cord or ribbon to the holes in the side of your mask. Leave enough length to both wrap around your head, and to tie in a nice knot or bow.

Leave about 5 minutes for learners to clean up any materials or mess.

ARTS CURRICULUM

LESSON 8

Learning Objectives - by the end of the session, learners will be able to:

1. Evaluate the progress they have made as a leader in group situations
2. Personalize their mask to represent who they are at the end of this year
3. Identify what they appreciate about themselves and how they have grown this year

Materials

Masking tape, Acrylic paint (in 8-10 colours), paintbrushes, A4 paper, pencils or pens, envelopes (one for each learner), any mask decorating materials available (such as glitter, sequins, feathers, beads, etc.)

Steps

1. Continuum Reflection – 20 minutes
2. Personalizing Masks – 35 minutes
3. Letter to self – 20 minutes
4. Debrief – Word whip & send - 15 minutes



90 mins

1. Continuum Reflection (20 minutes)

Explain the rules and instructions to learners:

- This activity is done in silence. Participation in this activity means you will stay silent. Ask: Does everyone feel they can stay silent for this 15 minute activity?
- The way this activity works is there's a line or a continuum, one point is on one end of the room, and the opposite point is on the other side of the room.
- You are going to hear a question, for example: "How do you feel about meat?" At this end is one extreme, for example: "I love hamburgers, I could eat 1000 of them" and at the other end is the other extreme, for example: "I hate meat, it makes me want to throw up".
- This activity is about choices. You choose where you place yourself along the line, depending on how you feel about the question.

Questions:

1. Are you better at working alone or as part of a group? (Alone – In a group)
2. When it comes to leadership, do you prefer to lead a large group of people or a small group of people to execute a vision? (Small group – Big group)
3. Do you consider yourself someone who gets involved in your community? (Very involved – Not involved at all)
4. Do you think of yourself as someone who is good at resolving conflicts or who struggles? (Resolves conflicts – Struggles to resolve conflicts)
5. Do you find it easy or difficult to listen to other people's ideas? (Easy – Difficult)
6. Do you find it easy or difficult to trust other people that you don't know well? (Easy – Difficult)
7. Do you consider yourself to be good or bad at communicating with others? (Good – Bad)
8. Do you consider yourself a quiet or more vocal leader? (Quiet – Vocal)
9. Do you think of yourself as a cooperative group member or one who causes conflict? (Cooperative – Conflict)
10. Do you feel that you as an individual can have an impact on your community? (A big impact – No impact)

After each question record how many people have placed themselves on each side of the room, or in the middle. Look at the numbers from the start of the term and compare to see if the numbers have shifted at all. You can share these results with the learners to help show them the progress they have made.

2. Personalizing Masks (35 minutes)

- Explain that today is the final art class for the year, and that learners will have a chance to personalize their face masks to represent who they are at this moment, after a year of art classes together.
- Show learners where they can find the acrylic paints and paintbrushes in the room.
- Encourage learners to paint whatever they'd like. If you have other materials available (such as glitter, sequins, feathers, beads, etc.) they can also get creative with those.
- Leave about 5 minutes for learners to clean up any materials or mess.



3. Letter to self (20 minutes)

- Hand out a piece of A4 paper, and envelop and pen or pencil to each learner.
- Remind learners that at the end of each term this year they have appreciated their peers in one way of another, and that it's important to appreciate the contributions of others to an experience because it wouldn't be what it is without all of the people who are involved.
- Explain that this term you would like them to take time to appreciate the most important person in their lives – themselves.
- Explain that you'd like them to write a letter to themselves, appreciating everything they have done or contributed to the success of the art class this year.
- Ask learners to sit on their own and to write silently. It's a reflective activity that they should try to do on their own.
- You can play some calming or slow music while they write to help get their thoughts flowing.
- After about 15 minutes, ask learners to finish up their letter to themselves and to seal it in an envelop with their name on it.
- Explain to them that you will give it back to them sometime over the next year, so they can read it back and reflect after this experience has come to an end.

4. Debrief – Word Whip & Send (15 Minutes)

- Ask learners to sit in a circle, and explain that you're first going to do a 'word whip', where everyone has the chance to answer a question, one-by-one, with one ONE word. Ask the learners: How would you describe your experience in art class this year in one word? After one learner answers first, move to the person to their right, and continue around the circle until everyone has had a chance to answer.
- After everyone has answered the question, ask everyone to stand up and to whisper their word into their right hand and then to lift their hand into the air.
- Ask everyone to step forward into the circle until they are all very close to each other, and tell them to put their right hands into the center of the circle, all bunched together. Explain that on the count of three you want them to lift their right hands upward into the sky to 'release' their words, and to shout their word as loud as they can!

Thank learners for their fantastic participation this year!

